Safe to Learn Strategy 2021-2024

Preventing violence in and through schools,
Embedding violence prevention and response in education globally,
Enhancing girls' and boys' learning experience and outcomes,
Rebuilding a stronger, bolder, and safer Education for all post-COVID-19
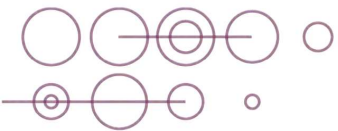**S**trengthening capacity to ensure sustainable change
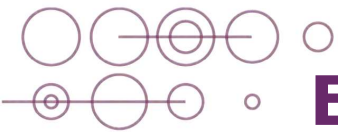
Safe to Learn

Outline

Executive Summary

Executive Summary: Context

- **COVID 19 has heightened a pre-existing child's right crisis.** Not only has the global pandemic made much more acute the **learning crisis** for millions of children by forcing to close schools in almost all countries, moving learning online and accelerating its digitization, but it has also made millions of girls and boys **more vulnerable to violence** – at home, in the community, or online.

- The global pandemic has highlighted the key role that schools and education systems play to **protect** children from violence.

- It has also shown that **learning and safety cannot be thought through separately**, as no girl or boy can learn if they feel threatened or are abused - independently from where the learning takes place. This intrinsic link makes it even more critical to **embed violence prevention in Education systems** and ensure all schools reopening plans include **safe learning environments for all**, including the most vulnerable girls and boys, as a **key priority**.

Learning   Safety
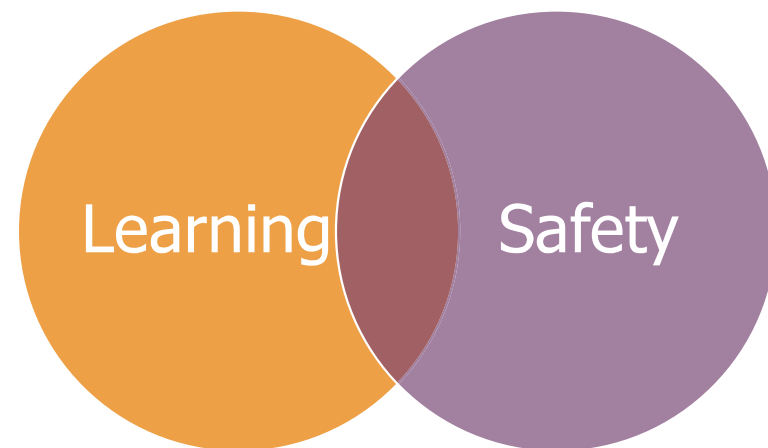
Executive Summary: Principles for a new Strategy

In this context and building on the unique strengths of its partners to respond to the world's most pressing challenge to protect children and safeguard their future, the Safe to Learn Global Initiative has developed a **3-year strategy (2021-2024)** with at its core the principles of:

- **Gender equality, inclusion & diversity**

- **Children's participation & empowerment**

- **True partnership**

Ensuring that sustainable solutions to a **global challenge** requires **co-created glocal (global + local) solutions** joining forces and building on evidence, expertise and innovation from **the Global South and the Global North** as **PEERS**.

Executive Summary: Building an ecosystem for a systemic change

- **Safe To Learn** gathers a powerful and growing coalition of partners from the Education, Violence Prevention, Child Protection and Health communities that together are **uniquely positioned to build an ecosystem for systemic change.**

- United by the same goal to build the **foundations for at-scale change** so that all girls and boys in all countries can learn safely, STL partners join forces to reach **SDGs 4, 5, 10, 16 and 17** focusing on **synergies and reinforcing effects** along the Sustainable Development Goals, and showing how *delivering safe learning environments for all has positive multiplying effects towards peace, equality, and prosperity.*
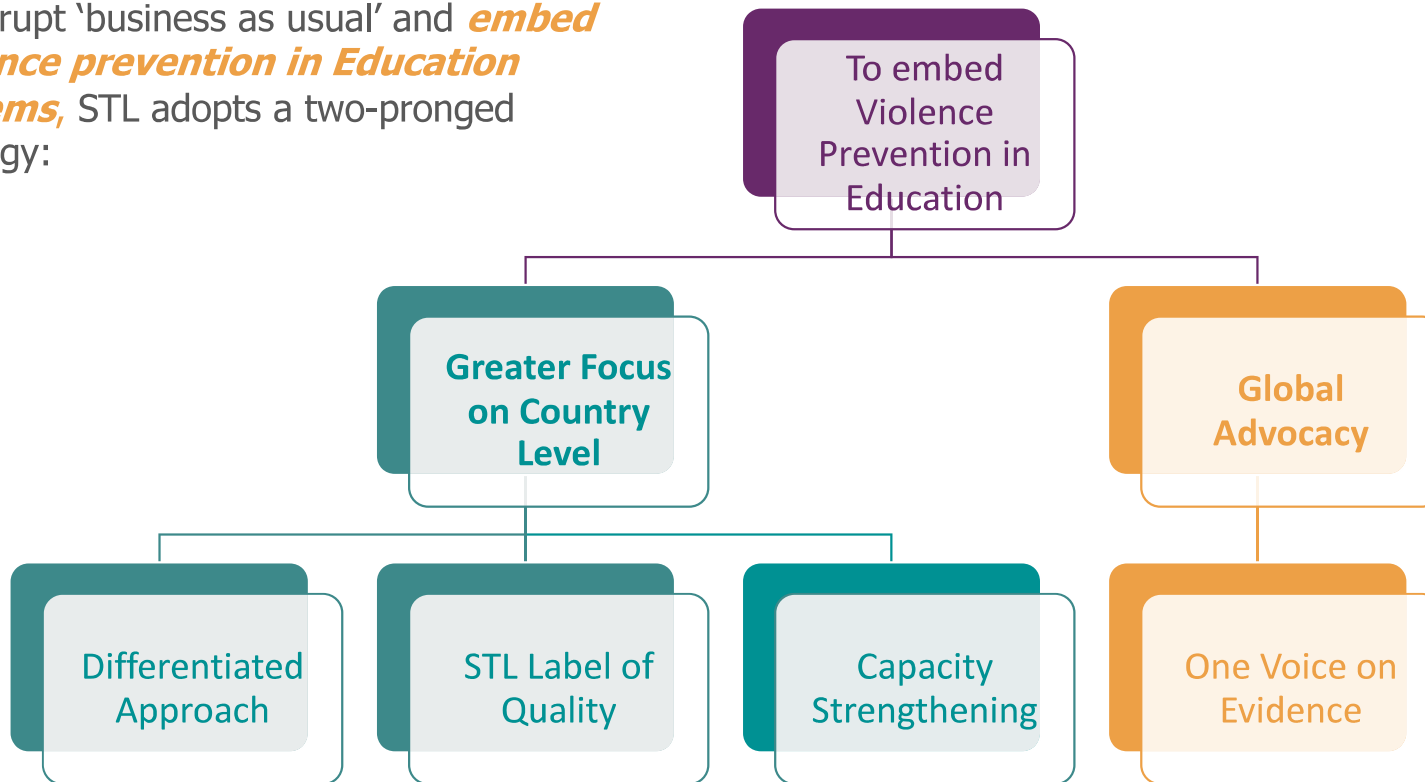
TVET and Informal

Secondary Education

Primary Education

Early Childhood Development

Safe Learning Environments
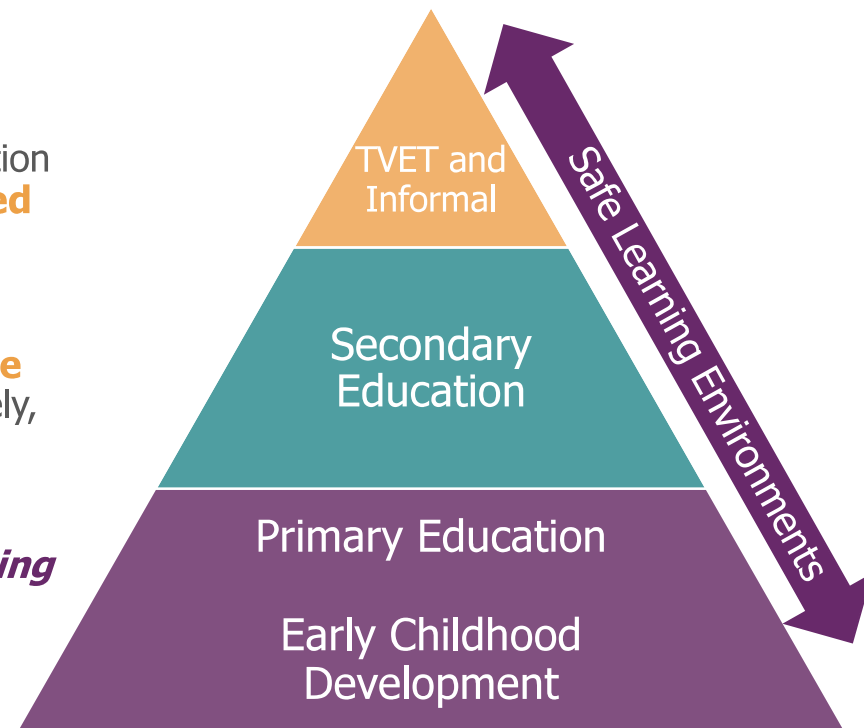
Executive Summary: Strategy objectives

- The new STL strategy aims to *disrupt 'business as usual'* and proposes to:

  ➢ Build on STL partners' respective strengths to develop an **ecosystem for at-scale change** based on **clear methodologies for collective action** at the global, regional and country levels.

  ➢ Focus on an in-depth understanding of both education and violence prevention/response evidence and practice to maximize synergies and improve what already exists for increased and safer learning outcomes for all girls and boys in all their diversity.

  ➢ Look for **entry points to go to scale in different contexts**, working with and through Governments and key stakeholders for sustainable, owned change.
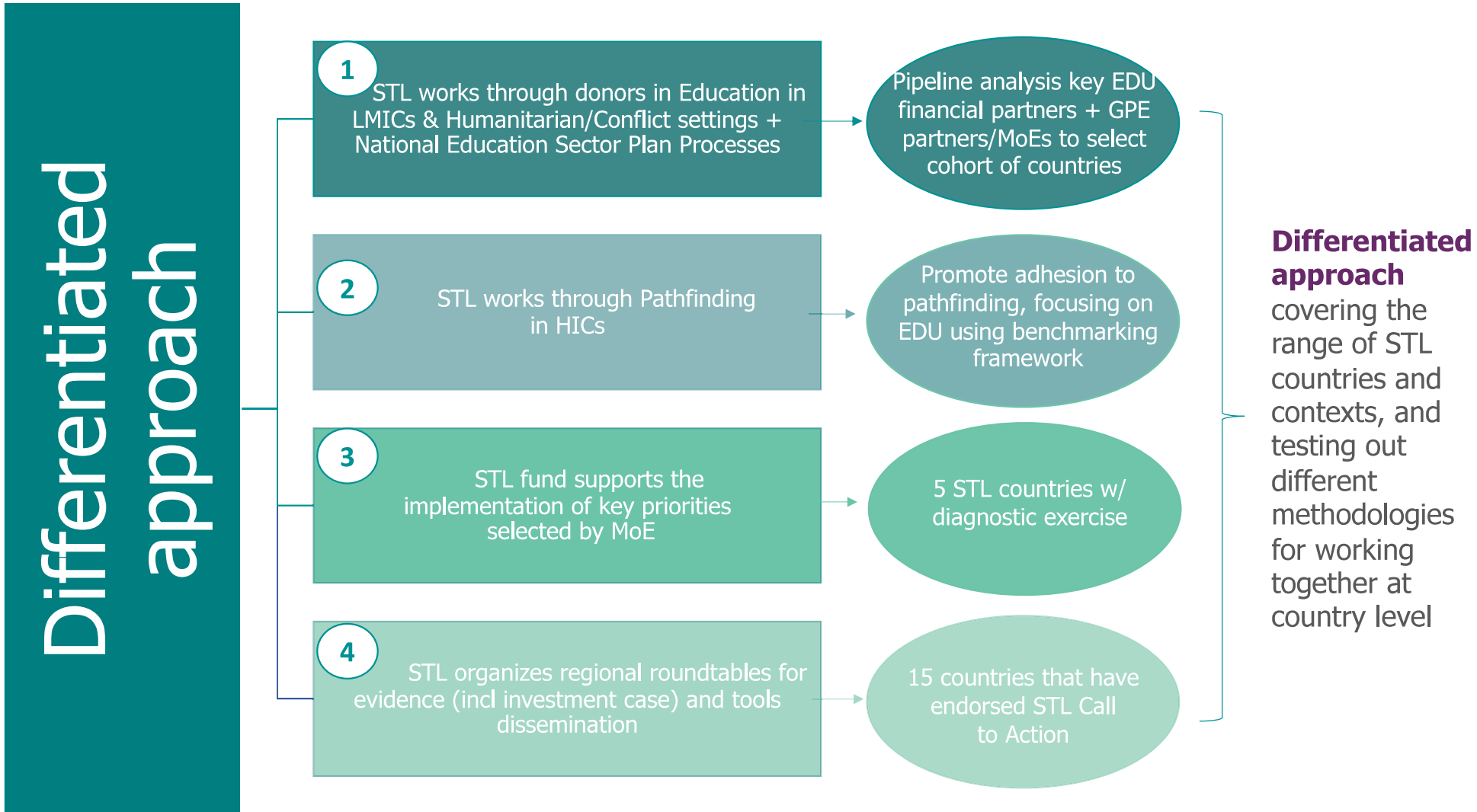
Multiple efforts

Donors and IFIs in Education

At-scale change

Advocacy

Expertise

Practice

Executive Summary: Two-pronged approach

➤ To disrupt 'business as usual' and ***embed violence prevention in Education systems***, STL adopts a two-pronged Strategy:

```
                    To embed
                    Violence
                  Prevention in
                    Education
              ┌──────────┴──────────┐
     Greater Focus              Global
     on Country                Advocacy
       Level
   ┌──────┼──────┐                │
Differentiated  STL Label of  Capacity   One Voice on
 Approach       Quality     Strengthening  Evidence
```

Executive Summary: Differentiation by country context

Differentiated approach

#		
1	STL works through donors in Education in LMICs & Humanitarian/Conflict settings + National Education Sector Plan Processes	Pipeline analysis key EDU financial partners + GPE partners/MoEs to select cohort of countries
2	STL works through Pathfinding in HICs	Promote adhesion to pathfinding, focusing on EDU using benchmarking framework
3	STL fund supports the implementation of key priorities selected by MoE	5 STL countries w/ diagnostic exercise
4	STL organizes regional roundtables for evidence (incl investment case) and tools dissemination	15 countries that have endorsed STL Call to Action

Differentiated approach covering the range of STL countries and contexts, and testing out different methodologies for working together at country level

Executive Summary: Evidence-based Advocacy

Global Advocacy

- Contradictory messages on available evidence of what works to prevent violence in and through schools weakens the **authorizing environment** at the global and national level and hinders the prioritization needed to effectively embed violence prevention in Education systems.

- To respond to this less than optimal situation, Safe to Learn Partners will focus efforts on clarifying the state of knowledge to enable both Education and Violence Prevention Communities to **speak with one voice on the available evidence.**

- Building on upcoming high-level events, **a global and regional advocacy process will be developed for 2021-2024**, highlighting the collaboration with the GPE and other STL partners.

Global Advocacy

One Voice on Evidence

Executive Summary: Tools and incentives for action

Global Advocacy
- High level events
- Follow-up Advisory Education Evidence Panel on Safe Schools
- Specific advocacy and research pieces to advance the STL agenda

Country Work
- Finance design of safe schools components in Financial Partners' Education Projects and Strategic Priorities
- Finance priorities of diagnostics in 5 countries
- Finance regional roundtables/policy dialogues
- Strengthen capacity at country level

Global Advocacy

Country Work
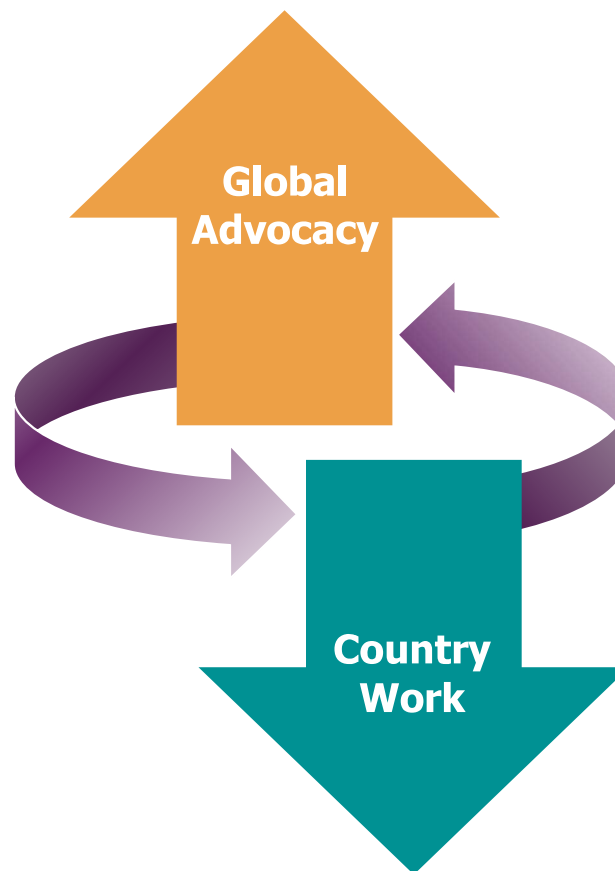
The STL Fund will be **catalytic** and serve not only to implement the STL Strategy but more broadly to **raise resources for preventing violence in and through schools globally.**

Fundraising Action Plan
- Design a Fundraising Action Plan
- Includes specific estimates per workstream + needs for Secretariat
- Lay out STL Fund Replenishment process + Guidelines for STL Fund use

1. Overview

The Challenge

- Yearly, over 1 billion children experience physical, sexual or emotional violence at home, in school, on the way to school, or online. This huge number might have increased further due to the COVID-19 global pandemic.

- Violence jeopardizes girls' and boys' healthy development & capacity to learn and thrive.

- Violence in school is multifaceted and happens everywhere; it is a global phenomenon, with consequences that can last for a lifetime.

- Violence negatively impacts learning outcomes, making it indispensable to address if the world is to prioritize solutions to the learning crisis.

- The costs of violence against children run in the trillions of dollars.

Our Vision

Learning and teaching in an **healthy environment** is a right for all and a critical pillar to Education systems

All girls and boys everywhere, including the most vulnerable ones, have access to **safe, non-violent and inclusive** learning environments

All actions aimed at improving **learning outcomes** adopt a violence prevention, gender transformative, and inclusive lens to have greater impact
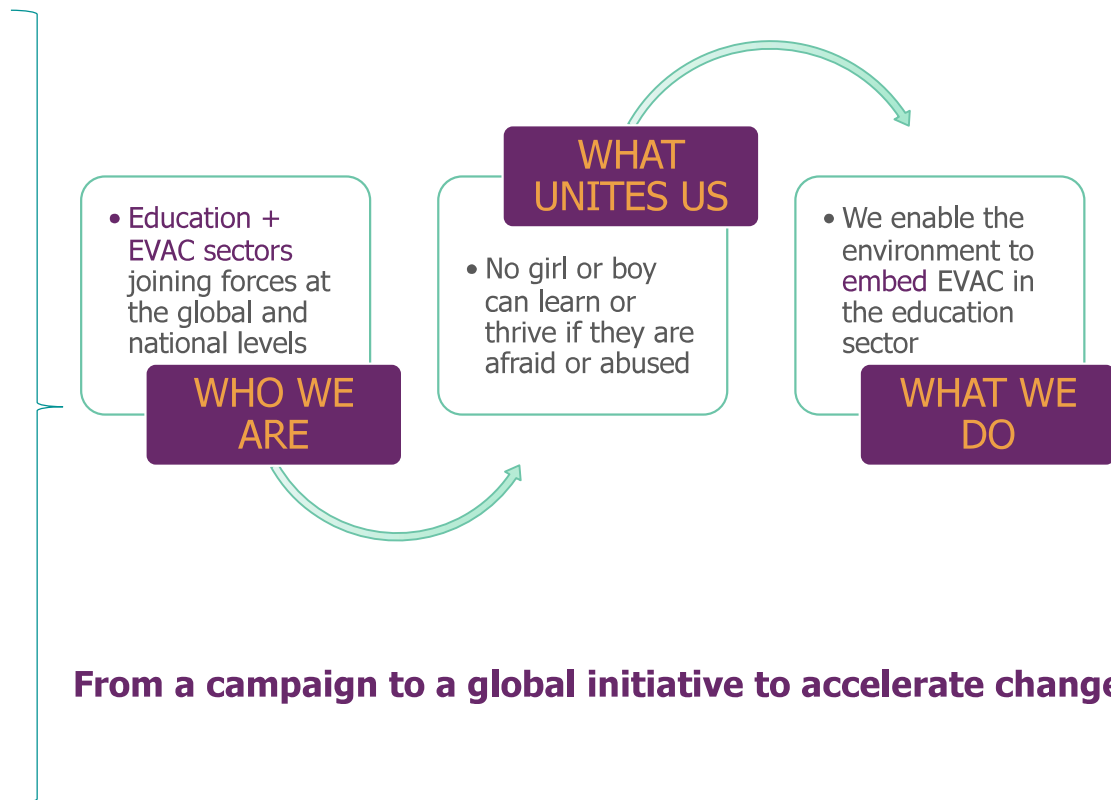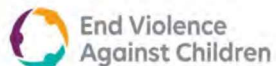
Learning and safety are **intrinsically linked** along the learning continuum (at home, in school, online)

Who we are

A coalition of Global Partners
working in Education and in Violence Prevention

- Education + EVAC sectors joining forces at the global and national levels

WHO WE ARE

WHAT UNITES US

- No girl or boy can learn or thrive if they are afraid or abused

- We enable the environment to embed EVAC in the education sector

WHAT WE DO

From a campaign to a global initiative to accelerate change

Working together to achieve the SDGs

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
4.A: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
16.2: end abuse, exploitation, trafficking and all forms of violence and torture of children

SDG 5: Achieve gender equality and empower all women and girls
5.2: Eliminate all forms of violence against women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation

SDG 10: Reduce inequality within and among countries
10.2: By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

SDG 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

Complementing and reinforcing existing partnerships and initiatives

Global Working Group to End School-Related Gender-Based Violence (SRGBV)

Inter-agency Network for Education in Emergencies (INEE)

Global Education Cluster

The Alliance for Child Protection in Humanitarian Action ('The Alliance')

Child Protection Area of Responsibility (AoR)/ Global Protection Cluster (GPC)

Brings together partners committed to ending gender-based violence in and around schools, under the leadership of UNESCO and UNGEI. The group includes over 40 organizations, and enhances collaboration with other platforms working on violence against children, violence in schools, violence against women and girls, and SRGBV in humanitarian contexts.

Is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, safe, relevant, and equitable education. Its mission is to ensure the right to a quality, safe, and relevant education for all who live in emergency and crisis contexts through prevention, preparedness, response, and recovery. INEE's work is founded on the fundamental right to education.

Supports Country Clusters and Working Groups to work towards a predictable, holistic, equitable and well-coordinated response by providing direct and remote field support, developing guidance, building evidence, strengthening capacities and advocating for the continued prioritization of education, to meet growing education needs of crisis affected children and youth.

Is a global interagency group focused on child protection in humanitarian settings. It sets standards and provides technical support to ensure that efforts to protect children from violence and exploitation are of high quality and effective. The Alliance has over 100 member organisations.

Leads the coordination of child protection efforts in humanitarian settings in order to ensure children in emergencies are protected from abuse, neglect, exploitation, and violence.
The GPC is a network of NGOs, international organizations and United Nations agencies, engaged in protection work in humanitarian crises.

1.1
Why it matters

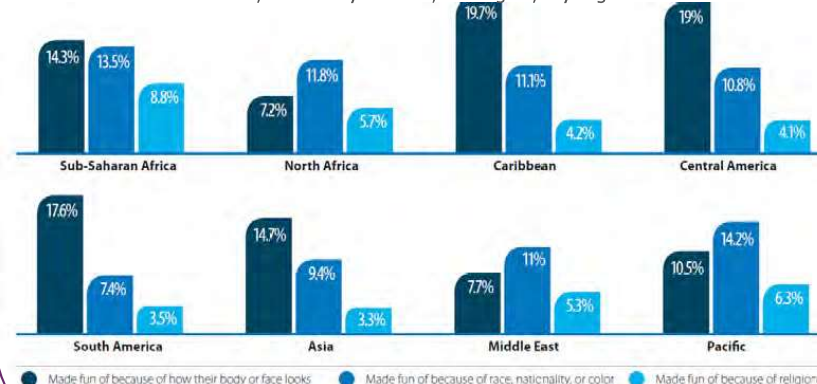# Violence in and around school is a widespread, global phenomenon

- **Globally, 1/2 children (2–17 years) experience some form of violence each year** (1).

- **1/3 students (11–15 years) worldwide have been bullied by their peers in the past month** (2). This includes cyber bullying (12% of children aged 11-16 who use internet in Europe) (3). Cyberbullying exposes both girls and boys to sexual exploitation, harassment and emotional violence.

- **120 million girls** are estimated to have suffered some form of **forced sexual contact before the age of 20 years** (4).

- **Emotional violence affects 1/3 children**, and worldwide 1/4 children lives with a mother who is the victim of intimate partner violence (5).

- **732 million= 1/2 of school-age children (6-17)** live in countries where corporal punishment at school is not fully prohibited (6).

- Girls and boys experience different forms of violence, that also depends on their age group, as forms of violence and risk factors evolve following the life cycle and are influenced by social and gender norms and power dynamics (7).

- Some children are especially vulnerable to violence. This is the case among others for **children whose parents experienced violence during their childhood or who experience intimate partner violence, children in extreme poverty, children with disabilities, refugees and migrant children, children living in humanitarian contexts or armed conflict situations, and children from various minorities** –ethnic, racial, religious, linguistic, LGBTQ, and other minorities such as indigenous peoples in some areas (8).

Boys are at higher risk of physical violence, but not bullying

Share of Students Affected by Type of Violence (%)
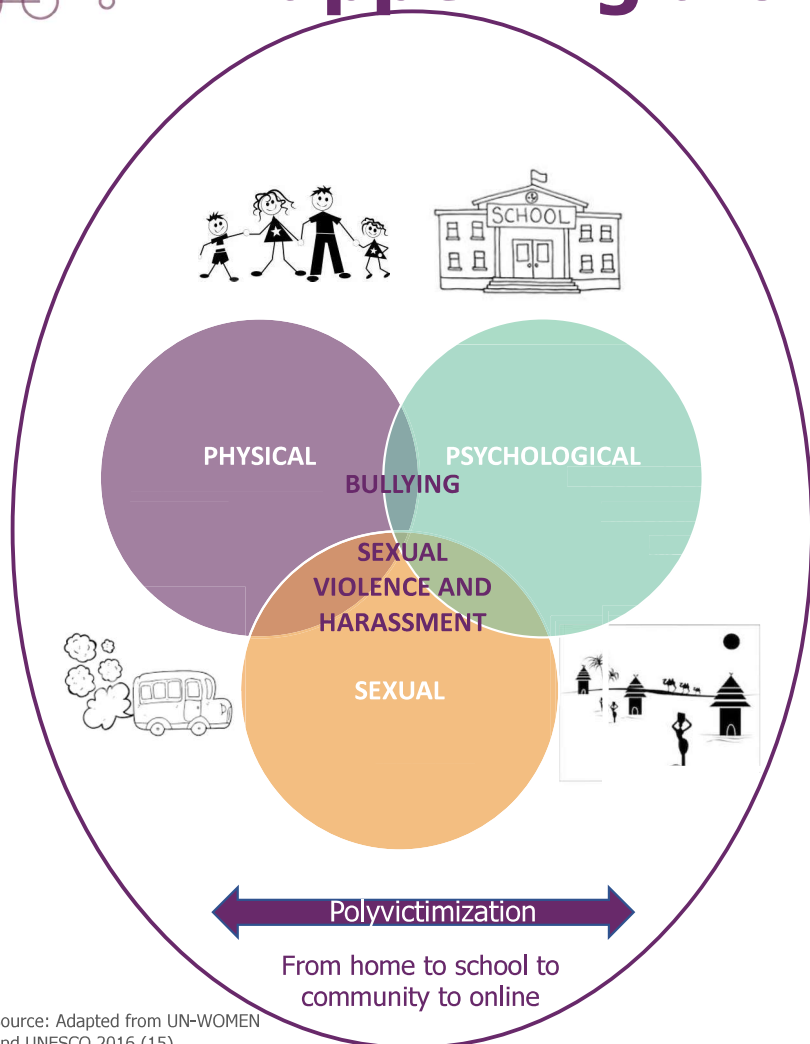Comparisons by **gender**, GSHS (94 countries)

■ Boy ■ Girl ■ Total
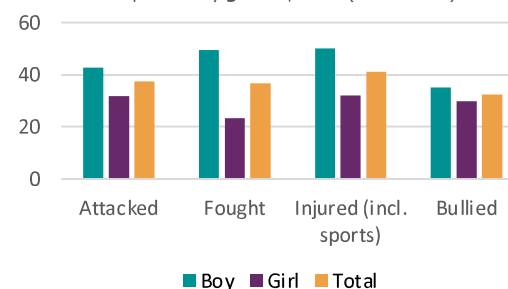
% students who were bullied because of their physical appearance; race, nationality or color; or religion, by region

Sub-Saharan Africa: 14.3%, 13.5%, 8.8%
North Africa: 7.2%, 11.8%, 5.7%
Caribbean: 19.7%, 11.1%, 4.2%
Central America: 19%, 10.8%, 4.1%
South America: 17.6%, 7.4%, 3.5%
Asia: 14.7%, 9.4%, 3.3%
Middle East: 7.7%, 11%, 5.3%
Pacific: 10.5%, 14.2%, 6.3%

● Made fun of because of how their body or face looks   ● Made fun of because of race, nationality, or color   ● Made fun of because of religion

Source: UNESCO 2018 using GSHS.

18

Happening along a gendered continuum

PHYSICAL

PSYCHOLOGICAL

BULLYING

SEXUAL VIOLENCE AND HARASSMENT

SEXUAL

← Polyvictimization →

From home to school to community to online

Source: Adapted from UN-WOMEN and UNESCO 2016 (15).

- A root cause for this continuum of violence is the **patriarchal system that endorses the use and abuse of power over others**, installing a hierarchy among forms of violence that tends to acknowledge the severity of some (when men are mostly victims) while undermining the impacts of others (that women and children mostly experience). As such, systematically looking at violence dynamics and risk factors with a gender lens is crucial if we are to seek sustainable solutions (9, 10).

- It is also important to understand the **link between violence against women and violence against children** that is made visible through the **intergenerational transmission of violence** and the gendered continuum of violence (11, 12). Children who have witnessed or experienced violence at home at an early age tend to have higher probability to either perpetrate violence or be victimized when they grow up. Child maltreatment is particularly damaging for the child's development, with consequences that can last for a life time. Witnessing violence is also damaging. Children who live in a conflictive household, where the mother or other women are chronically abused, face higher risk factors for future violence or victimization (13).

Perpetrators
- Perpetrators vary by form of violence and context (14).
- Violence in and around school can manifest as corporal punishment inflicted by teachers, sexual harassment and violence from peers or school personnel, assault (with or without the use of weapons) and witnessing the victimization of others. Online and on the way to and from/around school, violence can be performed by strangers (15).
  - ➢ Friends, classmates, schoolmates
  - ➢ Teachers
  - ➢ School staff
  - ➢ Caretakers/family members/family friends/ other adults or children known to the child
  - ➢ Strangers
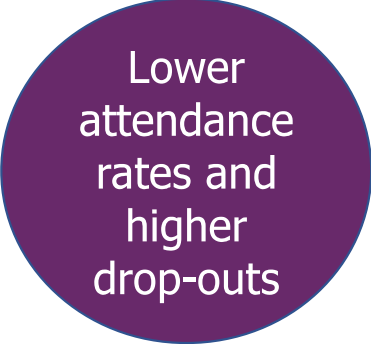
Impact of violence on schooling and learning

When considering learning, the effects of violence in school are large – and indeed as large as other factors leading to poor learning in school. These negative impacts of violence in and around schools as measured in surveys typically remain after controlling for a range of other factors affecting educational outcomes (16).

Poor experience in school

Lower attendance rates and higher drop-outs

Lower educational attainment

Less learning while in school

Data show that students affected by violence in school are less likely to like their school and have friends in school. They are more likely to feel that other students and teachers do not accept them the way they are, or that teachers do not care about them.

Students affected by violence in school are more likely to skip school days. They are also more likely to drop out of school – violence in schools is not the main reason to drop out, but it is often mentioned as one of the factors leading to drop outs by parents and teachers.

Students affected by violence in school have lower marks on examinations and perform lower on international student assessments.

Students affected by violence whether in school, at home or in the community tend to have lower levels of educational attainment.

Comparing impacts in the case of learning

	Math	Reading
Proxies for violence in school		
Don't play with others (totally agree)	-16.5	-12.1
Feeling scared (totally agree)	-21.6	-20.4
Selected other factors		
Schooled in language spoken at home	20.0	19.0
Student textbook at home	12.6	9.1
Difficulty to see	-8.0	-10.2
Difficulty to hear	-13.9	-15.3
Both difficulties	-19.3	-21.5
Top versus bottom socio-economic quintile	4.0	16.4
Female teacher	17.8	19.6

LARGE NEGATIVE IMPACTS ON LEARNING

Results from a regression analysis for 10 Francophone African countries using PASEC data.
Proxies for violence in school (not playing with others – likely correlated with bullying) and feeling scared (likely correlated with physical violence and corporal punishment) have negative effects on learning similar in magnitude to those of other school characteristics (17).
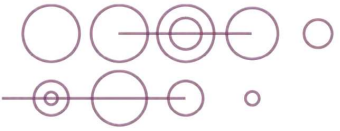
Conflict and Fragility Settings

- Conflict and fragility at the local or national level can have devastating impacts on educational attainment and learning for children.

- While conflicts may last only a few months or years, they have negative impacts for children for their entire lives as children dropping out during conflicts often do not have the opportunity to go back to school (18).

- In some cases, **conflicts involve attacks on schools**. In 2018, UNICEF documented **742 attacks on schools globally** (19).

- **In West and Central Africa**, attacks led in June 2019 to almost 10,000 school closures affecting 1.91 million children and 44,000 teachers (20).

- Children who are refugees or internally displaced are also at very high risk of falling behind in their education (21).

1.2
Need to accelerate progress in the context of COVID-19

COVID-19 and heightened, multi-pronged challenges

Learning crisis

Public health incl. mental health crisis

Economic crisis

Children's rights, incl. VAC crisis

Need for a continuum of prevention along the continuum of learning Home-School-Online
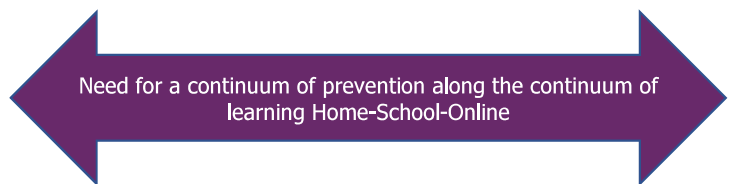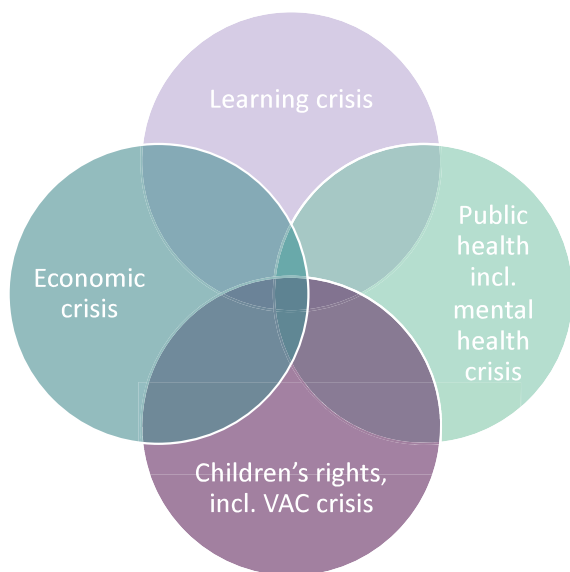
The Covid-19 global pandemic has induced a **series of crises that overlap and reinforce each other:**

- **Learning crisis:** with school closure, 1/3 of schoolchildren lost education opportunities as they didn't have access to remote learning (22).
- **Public health incl mental health crisis:** Globally, as of 4 April 2021, there have been 130,241,701 confirmed cases of COVID-19, including 2,839,588 deaths, reported to WHO (23).
- **Children's rights incl VAC:** 1.8 billion children live in countries where violence prevention and response services have been disrupted due to COVID-19 (24).
- **Economic crisis:** Growing risk for inequalities across countries and within countries + The crisis risks to affect fiscal space in both HICs/LMICs with possible negative consequences for donor and domestic funding or education and child protection investments (25).

As learning modalities move beyond school settings, forms of violence against children have shifted with heightened risks for child sexual exploitation and abuse (CSEA), child marriage, child labour, and all forms of online harassment (26). There is an **urgent need for a continuum of prevention to respond to the varying forms of violence that girls and boys experience in the different places where they now learn.**

COVID-19: Impact in children's lives

Learning outcomes impact

- Major learning crisis - at the peak of pandemic lockdowns affected **90% of students worldwide** and left **more than 1/3 of schoolchildren with no access to remote education** (27).

- Impact on all countries – high, middle and low income, including 'donor' countries.

- **The number of out- of-school children and youth is set to increase by 24 million** (28), **including over 11 million girls** (29).

- Learning stalled, and also regression in basic skills acquisition (30).

- **72 million additional primary school-age children will be pushed into learning poverty** (31).

- Impact also on teachers and parents/caregivers.

Violence against children impact

- Studies found that drops in reporting to child protection authorities by school personnel have tended to coincide with school closures (32).

- Studies have shown increased exposure to abusive online content during periods of lockdown (33).

- Growing concerns about elevated risks of sexual exploitation of children amid increased sharing of online pornographic materials (34).

- **1.8 billion children (estimate) live in countries where violence prevention and response services have been disrupted due to COVID-19** (35).

- **GBV risks**: many of the factors that trigger VAW/G are compounded by confinement measures (36).

- Emerging risks to **mental health and psychosocial wellbeing** (37).

- Other potential child protection risks : child labour, social exclusion, physical and emotional maltreatment (38), child marriage (39), sexual exploitation and child trafficking (40).

Need for a coalition of partners to support education systems to undertake safe and inclusive recovery processes

- **In 2021, Education systems are focusing on planning schools reopening and 'reimagining' their education** – experts worldwide including the Education World Forum are calling for ***Building forward a stronger and bolder Education for all (41).*** The time is now to support Governments and other stakeholders in ensuring that **Education is also safe for all.**

- **By embedding violence prevention in education recovery processes we will:**
  - ➢ Mitigate the negative impact of Covid-19 on education and protection of children as both are interlinked: **there is a negative association between violence in school and learning outcomes.**
  - ➢ Support education systems to increase their effectiveness by ensuring safe and inclusive learning environments for all while maximizing the protective role of schools.
  - ➢ Avoid further economic loss – the global cost of VAC is estimated at 2-8% of the global GDP ($7 trillion). This is higher than the investment required for preventing much of that violence (ODI, 2014, 42).
  - ➢ Contribute to gender equality and decrease inequalities by ensuring a focus on the most vulnerable, including girls.

Context matters

- Crisis and recovery of education is influenced by various factors including by how hard the pandemic hit a country; its vaccine access; resource loss; access to remote learning for its students during the pandemic.

- Countries are at different stages of school reopening process and with different speeds of recovery of education (health and child protection) systems.

1.3
What we know:
a growing global evidence base

The Ecological Model

> Violence **CAN** be prevented.

> A **scientific approach** to violence helps to disentangle factors that cumulatively explain why certain individuals and schools tend to be more prone to violence.

> The public health approach and **ecological model** help to identify **context-based risk and protective factors** and corresponding **entry points for intervention.**

Source: adapted from WHO 2002; WB ecourse 2019

Accumulation of context-based risk factors that evolve along a chronosystem

Individual   Relationship   School   Community   Societal
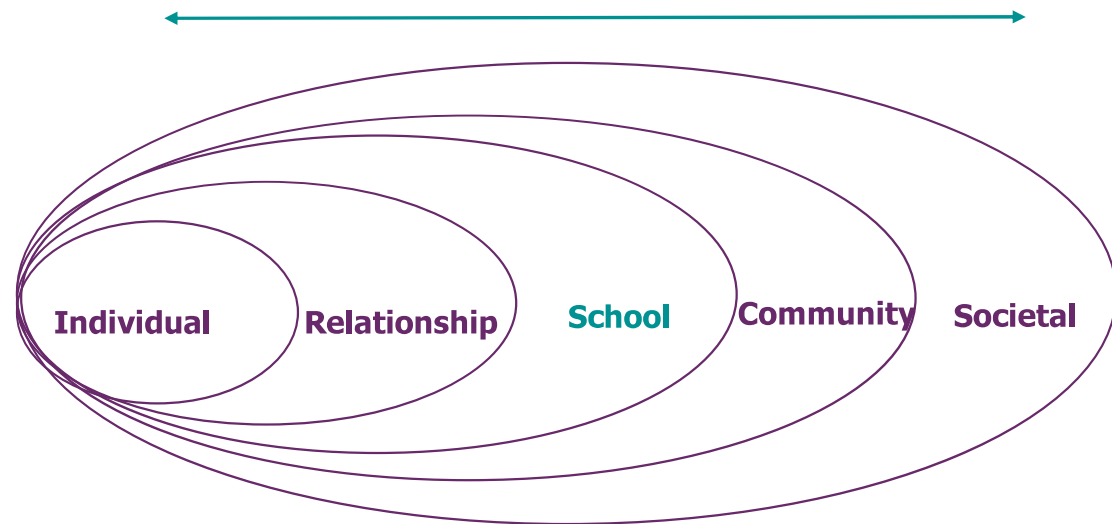
School level risk factors include drop outs and absenteeism, lack of organization and poor school climate characterized by anti-social behaviors and lack of connectedness of students

What we know

- The evidence on what works to prevent violence in and around school is growing, including in developing countries.

- Programs are not necessarily complex to implement or costly.

- **The INSPIRE package has been created to guide Governments on evidence-based policymaking to prevent violence against children, including in and around school.**

- A number of **Evidence Reviews** exist, including websites showing programs by level of education and outcomes (violence prevention and learning outcomes). The strength of evidence and modalities for implementation are highlighted for each intervention.

- **A whole school approach** is widely recognized as one of the most effective approaches:
  - **Each level of the school** – from head masters to teachers and pupils/students – develop and implement a **collective vision** for a safe and nurturing learning environment.
  - **It is stronger when it focuses on inclusion:** Marginalised children and youth (girls, children with disabilities, ethnic minorities, LGBT) are more vulnerable to violence.
  - It incorporates **engagement with families and the community.**
  - **Schools do not exist in isolation.** It is situated within a physical environment that can be improved and in a community context where gendered social norms either condone or refuse that violence against children and women is normalised.
- Schools have a transformational potential as **entry points into tackling violence in the household and community.**

INSPIRE Package and a sample of STL Partners Evidence Reviews
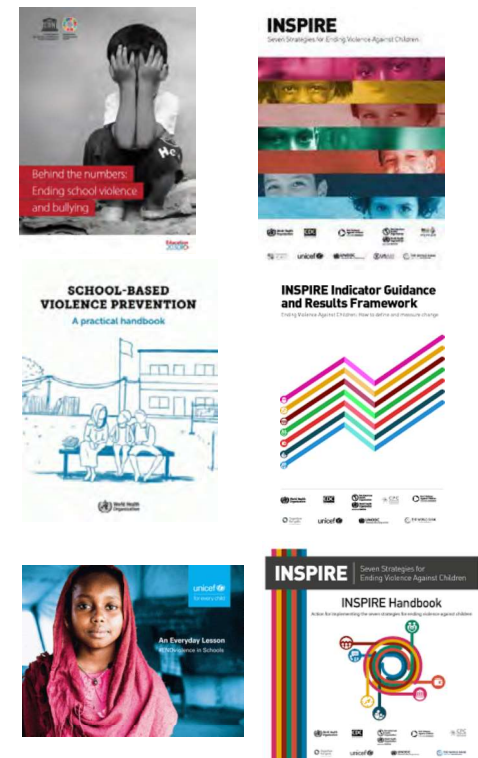
Examples of evidence-based interventions by level of education

Anti-bullying interventions tend to be most effective with older children. Remedial education, life skills, and training programs for high-risk adolescents also show positive outcomes. A meta-analysis by Campbell of 44 evaluations shows reductions in bullying of one fourth and of victimization of one fifth. Key program components included parent training/meeting, improved playground supervision, disciplinary methods, classroom management, teacher training, classroom rules, whole school anti-bullying policy, school conferences, information for parents, and cooperative group work.
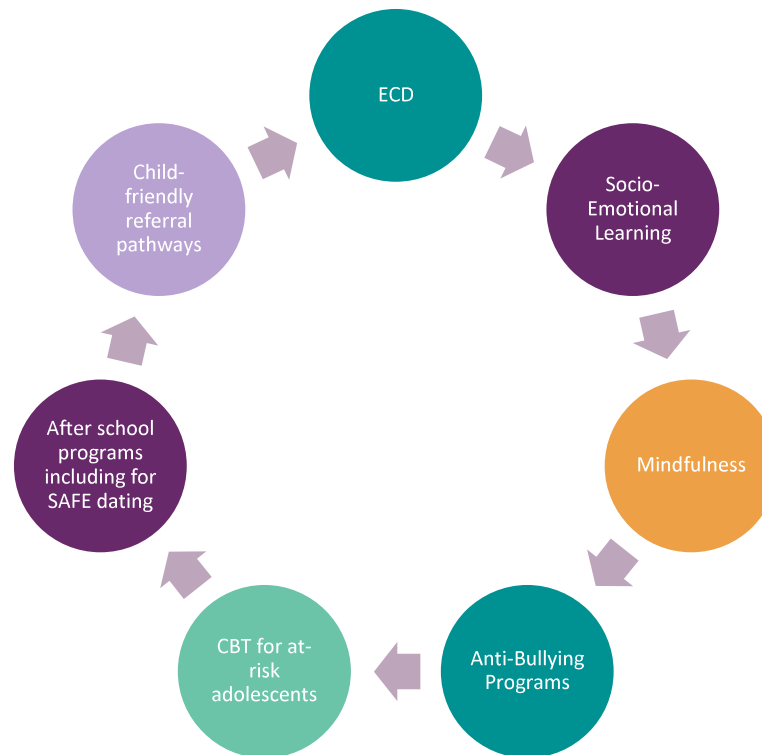
Socio-emotional learning (SEL) is one of the most common and effective approaches to prevent violence in school. It seeks to empower students to **manage their emotions**, achieve positive goals, empathize with others, sustain positive relationships, and make responsible decisions. SEL often includes **five categories**: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. SEL has been used at different education levels but is especially useful for primary students, including to help them transition successfully to secondary school.

Mindfulness is a relatively **simple and low intensity technique** that has shown positive results not only in terms of stress reduction, and self-control, but also in terms of reductions of suspension and grades improvement. Several programs have been rigorously evaluated and show impressive results in a relatively short period of time.

- ECD
- Socio-Emotional Learning
- Mindfulness
- Anti-Bullying Programs
- CBT for at-risk adolescents
- After school programs including for SAFE dating
- Child-friendly referral pathways

1.4
What the field needs to accelerate progress:
a demonstration effect

What the field needs : a demonstration effect

- Recent decades have shown significant progress in building up the evidence base for what works to prevent violence in and through schools at different levels of education. However, examples focus on specific interventions and **we still lack tangible examples of countries that have prevented violence in and around school in a significant manner.**

- There is an agreement in the field for the **need for such at-scale demonstration effects.** We need to be able to show that systemic change is possible and explain how it was achieved.

- There is nothing more powerful than **peer to peer inspiration,** above all when the concrete, at-scale examples come from the same region.

- **Focusing on building the foundations for a demonstration effect will enable us to accelerate change and show that ending violence in and through schools is indeed possible.**

TVET/ Informal

Secondary Education

Primary Education
Early Childhood Development

Safe Learning Environments*
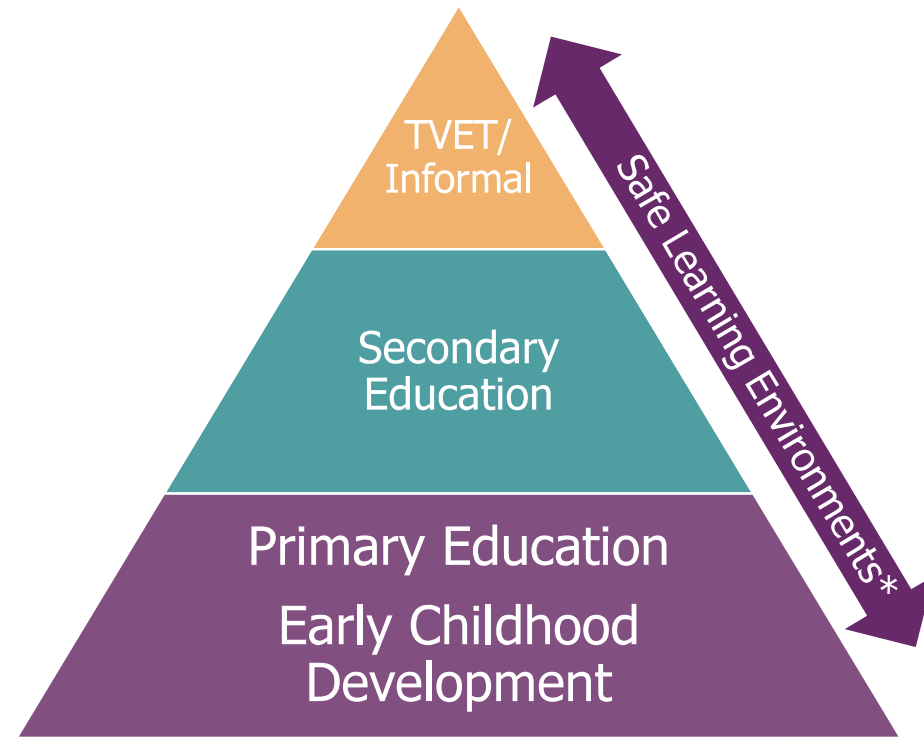
Formal and non-formal learning environments

2. Safe to Learn

Safe to Learn

Launched in 2018, Safe to Learn was inspired by the **voices of young people around the world** who know that violence in schools stands as a huge obstacle to a better future.

- In a UNICEF poll, with over 1 million responses from over 160 countries, **69%** of children and young people, said they had felt afraid of violence in or around their schools.

- Informed by this poll, 100 young people from across the world gathered in South Africa in December 2018, to draft the **#ENDviolence Youth Manifesto.**

- Safe to Learn builds on the principles, commitments and demands to end violence in schools as demonstrated in the Youth Manifesto and presents an opportunity to **unlock the multiple wins of ending violence in schools**, including improving learning outcomes, better leveraging education and health investments, shifting social norms and starting to break the intergenerational cycle of violence.

- **It is a global initiative dedicated to ending violence against children in and through schools.**

2.1
Safe to Learn
Achievements
to Date

STL Call to Action

Countries that have endorsed the Call to Action

- The call to action is a high-level framework for programmatic and policy change to ensure all children are safe to learn.
- **Endorsing the Call to Action demonstrates that a country is, at a senior political level, supporting the end of violence in and through schools, making them safe spaces for children and young people to learn, thrive and grow.** It gives Governments a platform to showcase their efforts and share their progress including through events, communications and learnings.

Call to Action 5 priority areas

- Implement policy and legislation
- Strengthen prevention and response at the school level
- Shift social norms and behaviour change
- Invest resources effectively
- Generate and use evidence

Cambodia
El Salvador
Georgia
Ghana
Honduras
Jamaica
Jordan
Lebanon

Mexico
Moldova
Nepal
Sierra Leone
South Africa
South Sudan
Uganda

Programmatic Framework & Diagnostic Exercise

Safe to Learn Diagnostic Exercises in Nepal, Pakistan, South Sudan and Uganda

Synthesis Report

November 2020

- Under the leadership of STL partners UNICEF and UK FCDO, the Call to Action was translated into a **Programmatic Framework and Benchmarking Tool**, which provides technical guidance to translate the Call to Action into a series of benchmarks and sets out a suggested framework for monitoring and tracking results.

- STL partners also developed a **STL Diagnostic Tool to measure the quality of national efforts to prevent and respond to violence in and around schools against a series of checkpoints**, which governments need to meet at **national, sub-national and school-level** to achieve progress towards the Call to Action. The Diagnostic Tool also serves to inform country-level collective dialogue amongst Safe to Learn partners and with national counterparts.

- **Upon its development, the diagnostic tool was piloted in 5 countries to:**
     1. Identify good practices and gaps in government efforts to address violence in schools;
     2. Identify priority actions with ministries moving forward;
     3. Establish a baseline from which to measure progress from 2019-2024.

- The first **five countries to have implemented the diagnostic tool are Nepal, Pakistan, South Sudan, Uganda, and Jordan.** Recommendations included strategies, action plans and budget revisions to prevent violence in and around schools, stronger focus on shifting social norms, strengthening dissemination of national policies, and others.

- **The findings of the exercises were presented at roundtable events**, attended by the Ministry of Education, together with local partners, key stakeholders, and others.

Safe to Learn Window of the End Violence Fund

- A Safe to Learn window of the End Violence fund was opened with **contributions from UKFCDO and Switzerland (US$9M).**

- The Safe to Learn window has invested in **eight evidence-based projects across five countries (Cambodia, Lebanon, Nepal, South Sudan and Uganda)** to prevent and respond to violence in and through schools and other learning environments.

- Organizations have incorporated **innovative adaptation and mitigation measures to ensure that safe learning environments** remain a priority, despite challenges associated with COVID-19.

- The first round of grantees in Nepal and Uganda finalized their projects in March 2021. The second round of grantees will end their projects by December 2021.

Highlight on one grantee: Raising Voices, Uganda

Raising Voices works toward the prevention of violence against women and children by influencing the power dynamics shaping relationship particularly between women and men, girls and boys, and adults and children since 1999**. Building on the evidence-based Good School Toolkit, Raising Voices used the STL grant to consolidate and reinforce interventions in 500 previously targeted primary schools and adapting its toolkits to an additional 100 secondary schools** in five districts across the Central, Western, Eastern and Northern regions of Uganda. A combination of media campaigns and local advocacy has been conducted at the community level for social and behavioural change.

Strategic Roadmap (2019-2020)

Building political will through joint communications and advocacy activities, and through a consistent narrative

Supporting and collaborating on country-level action to end violence in and through schools

Strategic Roadmap

STL Strategy
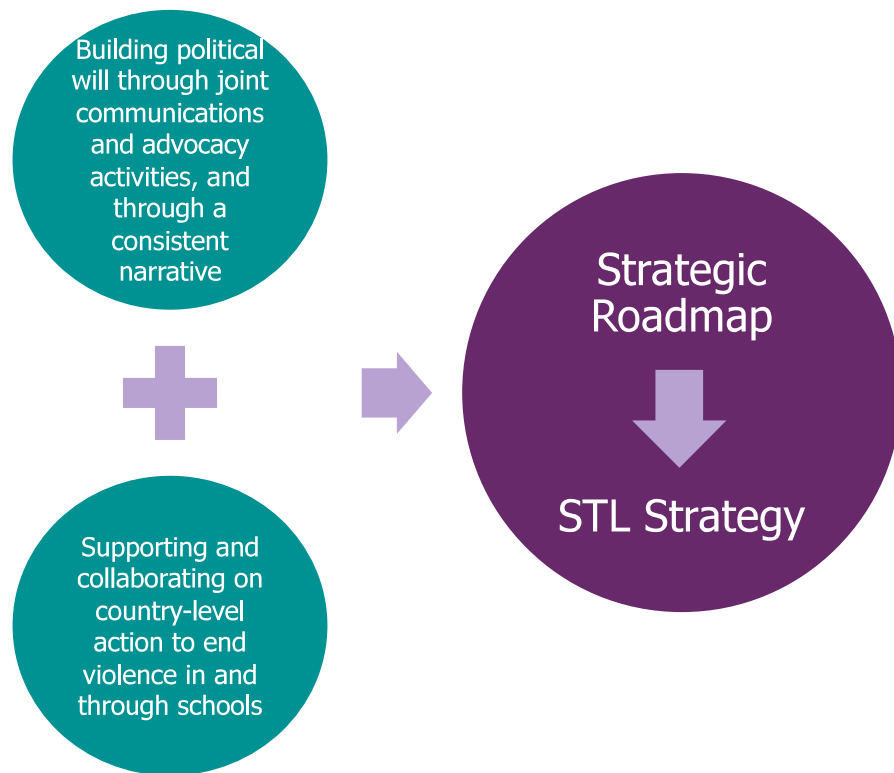
- **A Strategic Roadmap that was developed by STL partners in 2019.**
- The Strategic Roadmap details what each organization will do more of, do better, or do differently as part of the STL Initiative. It also sets out when and how the partners will bring their collective strengths to build political will and coordinate in country.

- In 2019-2020, Safe to Learn partners leveraged several key moments and influencers to **raise visibility of Safe to Learn**, such as the Education World Forum, the Bullying Conference and a meeting of African Union Education Ministers.

- In October 2020, **Safe to Learn Senior Level Officials** met to assess the progress of Safe to Learn against the roadmap, and adaptation measures to address the COVID-19 Pandemic. **During that meeting, the development of a Safe to Learn Strategy was set as a priority to accelerate progress at the global and country level.**

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Safe to Learn Strategy Process

Co-created with STL Partners

Building on the Strategic Roadmap and key tools and achievements to date

Focusing on Comparative Advantage of the STL Coalition

+
Extensive consultation process with experts, donors, academics, and practitioners in the field (list in Annexes)

Strengthening the methodology for collective action at global and country level

In the context of COVID-19 and beyond

2.2
STL comparative advantage
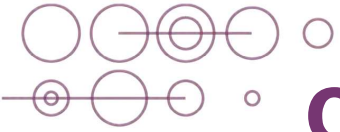
Operationalizing the vision into collective action

Multiple efforts

At-scale change

Donors and IFIs in Education

Advocacy

Expertise

Practice

Safe to Learn Global Initiative's added value:

by working together as a **coalition**, we build on our respective and complementary strengths around a **methodology for collective action** that coordinates, leverages, and inspires what partners do **individually + collectively** to achieve a **transformative leap at the country level**

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Our comparative advantage: an ecosystem for at-scale change

Enable to go to scale through multi-million, multi-year programming

Ensure evidence-informed policy-making and programming, including sound M&E

Implement programs and interventions with quality, ethics, and contextual knowledge and networks

Create and sustain momentum and prioritization at national and global level through a wide range of networks including businesses and the private sector

At-scale change

Donors and IFIs in Education

Advocacy

Expertise

Practice

Our comparative advantage: an ecosystem for at-scale change

Top Financers* of Education in LMICs
(latest year available)

1. **World Bank: $5.2 billion (2020)**
2. Germany: $2.4 billion (2016)
3. **UK FCDO: $1.7 billion (2016)**
4. **USAID: $1.7 billion (2016)**
5. French Development Agency: $1.4 billion (2016)
6. IDB: $1.23 billion (2021)
7. **GPE: $900 million (2020)**
8. Japan: $748 million (2016)
9. DFAT: $560.3 million (estimated for 2020-21)
10. Norway: $426 million(2016)
11. AFDB: $300 million- up to $1 billion in 10 years (2019)
12. Sweden: $195 million (2016)
13. **GAC: $180 million (2018)**
14. The Italian Agency for Development Cooperation $124 million (2018)
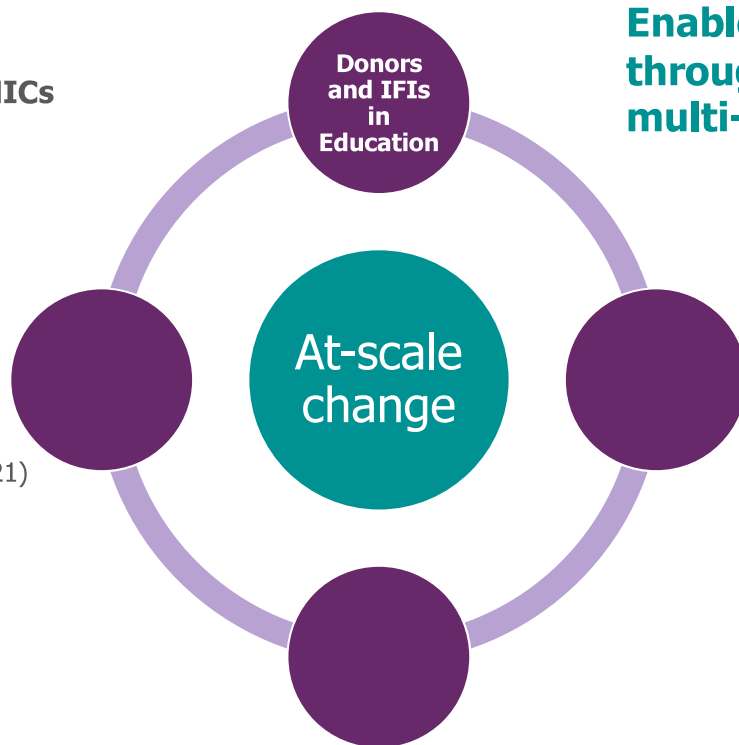
Donors and IFIs in Education

At-scale change

Enable to go to scale through multi-million, multi-year programming

STL Partners:
World Bank
UK FCDO
GPE
GAC
+ ECW in EiE

47%
Of all investment in Education in LMICs

+ USAID (affiliated)

57%

*Figures include loans and grants (OECD 2016)
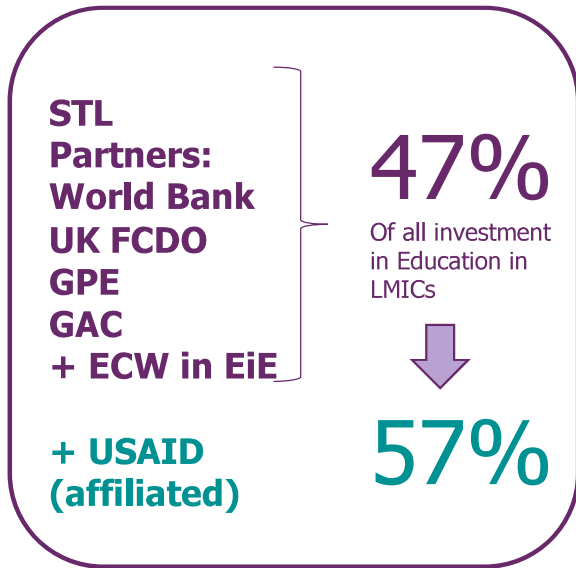
Our comparative advantage: an ecosystem for at-scale change

Global and national experts on both **Education systems + all forms of violence** in and around schools (SRGBV, Bullying, incl. online, Corporal Punishment, etc.) in **all settings** including humanitarian and fragility, conflict, and violence-affected ones

INSPIRE framework + indicators + each organization's expertise

Affiliated: Coalition of Good Schools & Together for girls

At-scale change

Expertise

Ensure evidence-informed policy-making and programming, including sound M&E

Our comparative advantage: an ecosystem for at-scale change

As of 2021, the CSO Forum includes:
(* CSOs part of STL Technical Group)
- The African Child Policy Forum,
- **Arigatou International***
- Coalition of Good Schools
- Child Helpline International,
- **ChildFund Alliance***
- CPC Learning Network,
- ECPAT,
- Girls Not Brides,
- Internet Watch Foundation,
- ISPCAN,
- One Third Sweden,
- **Plan International***
- Promundo,
- **Save the Children***
- SOS Children's Villages International,
  Terre des Hommes,
- The World Council of Churches,
- **World Vision***
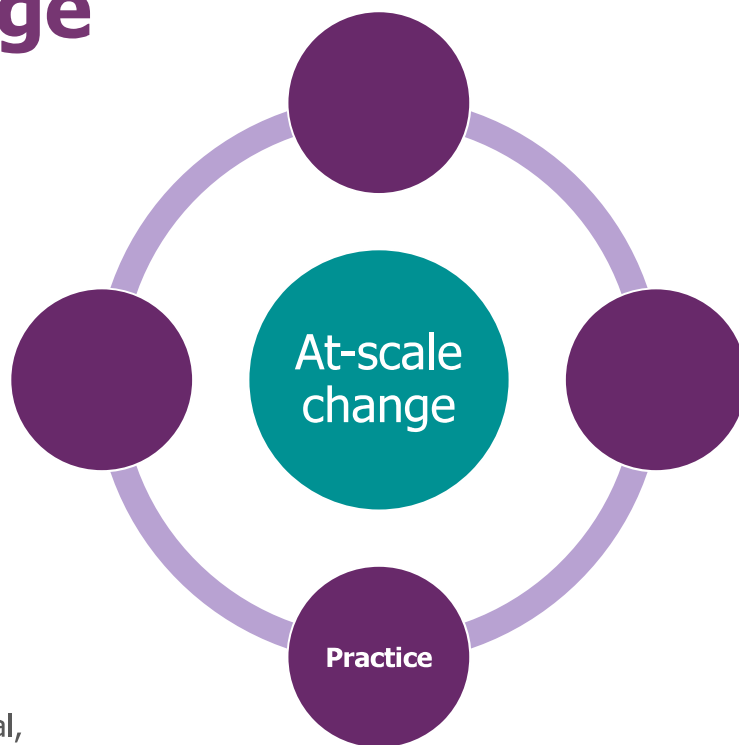
At-scale change

Practice

Implement programs and interventions with quality, ethics, and contextual knowledge and networks

The Civil Society Forum to End Violence Against Children (CSO Forum) was created to harness the collective power of civil society organisations to end violence against children.

Know-how along the learning and prevention continuum: at home, at school, on the way to school, in community, online, at national and global level

Our comparative advantage: an ecosystem for at-scale change

OFFICE OF THE SPECIAL REPRESENTATIVE OF THE SECRETARY-GENERAL ON
VIOLENCE AGAINST CHILDREN

Civil Society Forum
Ending violence against children

} Global Business Coalition for Education

Create and sustain momentum and prioritization at national and global level through a wide range of networks including businesses and the private sector

End Violence Against Children

EDUCATION CANNOT WAIT
a global fund for education in emergencies

Global Coalition to **Protect Education from Attack**
GCPEA

Advocacy

At-scale change
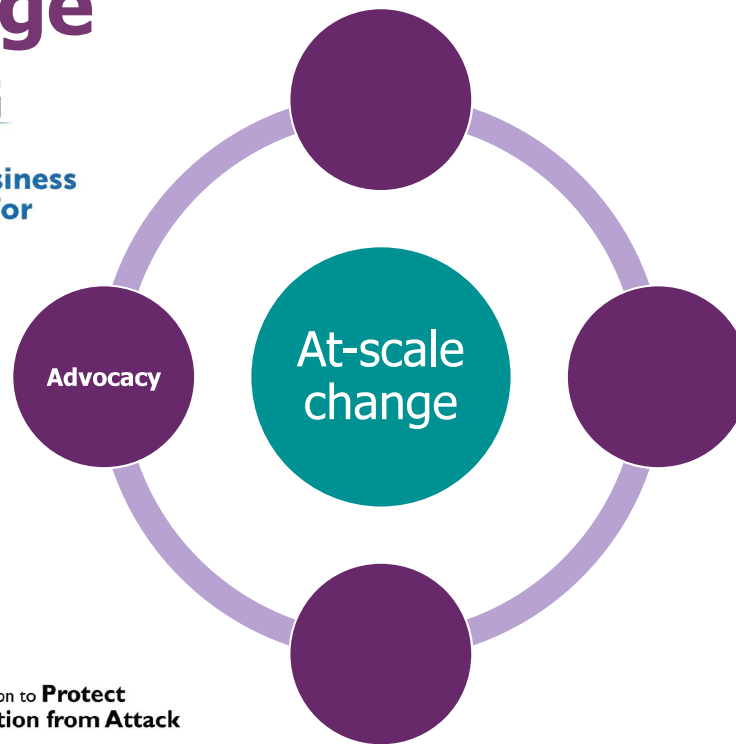
National Advocacy

STL partners with country-level presence will use their networks and collaborate on specific campaigns to keep the momentum high in an ever-changing environment.

Highlight: The Global Business Coalition for Education that is a movement of businesses whose mission is to ensure that every child has the best start in life, a safe place to learn, and skills for the future, is committed to **bringing together the expertise and resources of the business community with the campaign for global education and Sustainable Development Goal 4.**

3. Strategy 2021-2024

A strategy that builds on, strengthens, expands, and accelerates collective progress

Strategic Roadmap for Safe to Learn Initiative
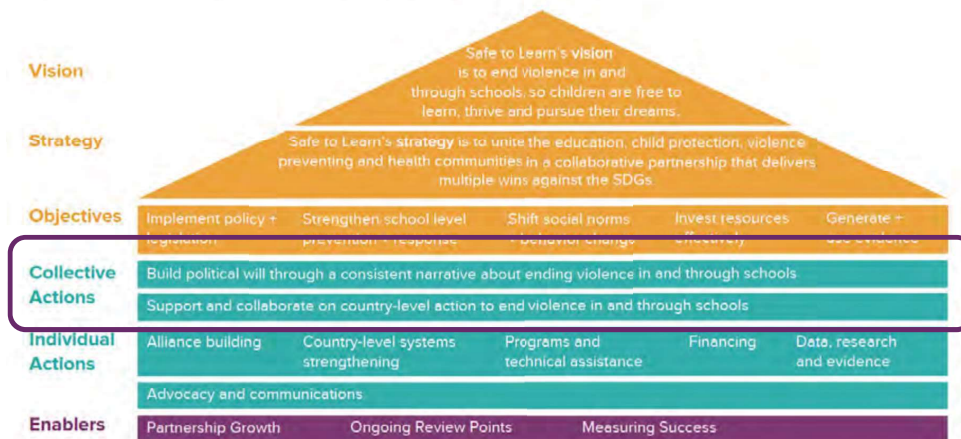
- In line with Strategic Roadmap, **building on key achievements to date**, using Call to Action and Benchmarking Framework
- Focusing on what the field needs: **demonstration effect**
- **Strengthening a methodology for collective action** based on each partner's strengths and complementarity
- **Expanding synergies with the Pathfinding and INSPIRE Initiative** for a strategic differentiated approach
- **Accelerating progress at country and global level,** using a reinforcing effect of global advocacy and country focus
  - Global advocacy: need to strengthen the global and national authorizing environment
  - Country focus: need to show that at-scale change is feasible

3.1
A Two-pronged approach to accelerate progress at the country and global level

A 2-pronged strategy to reach the demonstration effect

```
                    To embed
                    Violence
                 Prevention in
                    Education
                         │
          ┌──────────────┴──────────────┐
          │                             │
   Greater Focus                     Global
   on Country                       Advocacy
      Level                            │
    ┌─────┼─────┐                      │
    │     │     │                      │
Differentiated  STL Label of  Capacity       One Voice on
  Approach        Quality   Strengthening       Evidence
```
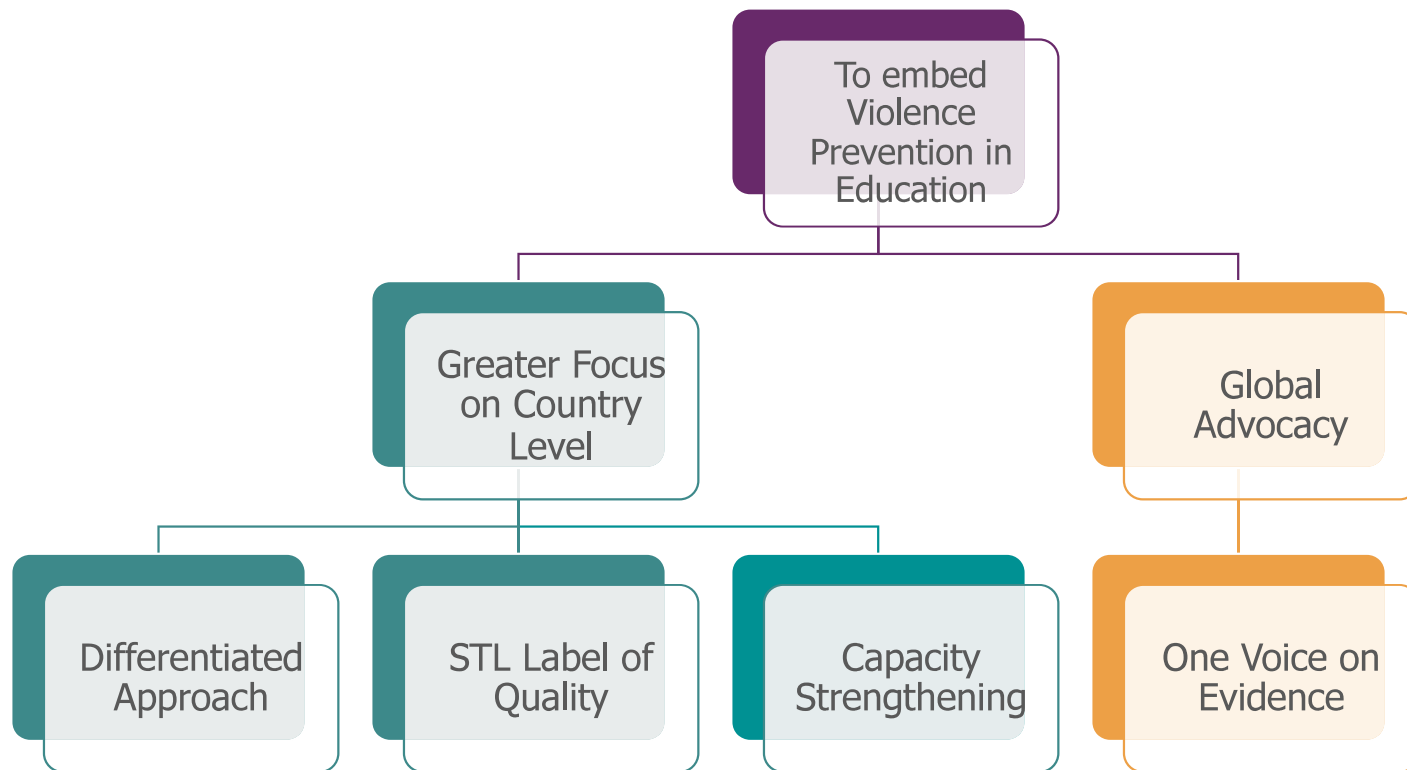
A 2-pronged strategy : zooming in on Country-Level

Greater Focus on Country Level

- Differentiated Approach
- STL Label of Quality
- Capacity Strengthening
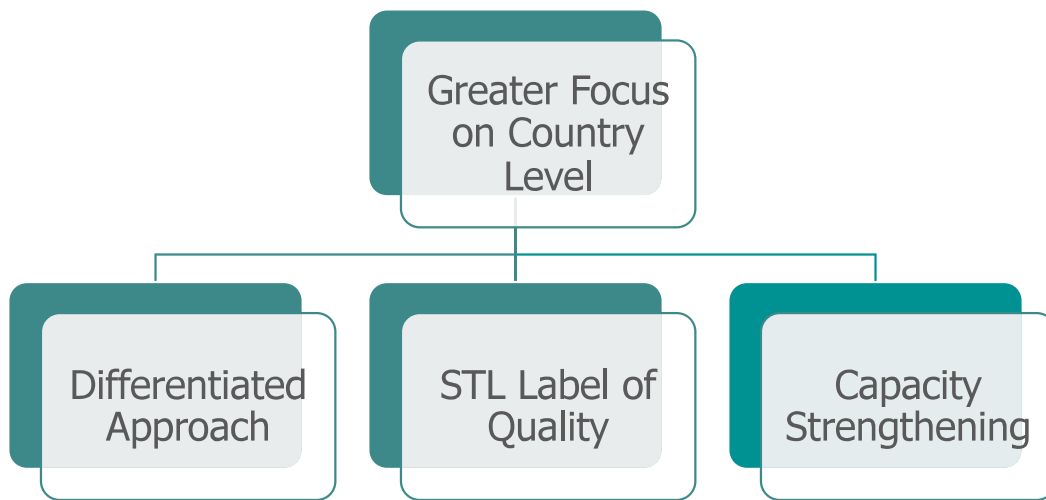
Safe to Learn is a **Global Initiative** seeking to embed violence prevention in Education systems worldwide acknowledging that violence in and around school is a phenomenon that happens **everywhere and affects all countries**. Yet, entry points and incentives cannot be the same in all countries and the strategy incorporates this **differentiated approach** while strengthening synergies with **sister initiatives**, including the pathfinding initiative that aims to build on the INSPIRE framework to strengthen national action plans to prevent violence against children.

- Testing out different ways for collective action at country level
- Meeting countries and partners where they are: contexts and entry points matter
- Developing a STL label of quality as a quality assurance mechanism to ensure evidence-informed policymaking and programming as well as rigorous M&E
- Strengthening the critical mass of stakeholders willing and able to work on preventing violence in and through schools at country level
- Building on STL partners' strengths in country

Differentiated approach

1 STL works through donors in Education in LMICs & Humanitarian/Conflict settings + National Education Sector Plan Processes

Pipeline analysis key EDU financial partners + GPE partners/MoEs to select cohort of countries

2 STL works through Pathfinding in HICs

Promote adhesion to pathfinding, focusing on EDU using benchmarking framework

3 STL fund supports the implementation of key priorities selected by MoE

5 STL countries w/ diagnostic exercise

4 STL organizes regional roundtables for evidence (incl investment case) and tools dissemination

15 countries that have endorsed STL Call to Action

Differentiated approach covering the range of STL countries and testing out different methodologies for working together at country level

STL works through Education Cannot Wait to support responses in Education in Emergencies and Protracted Crises

1 in 4
of the World school-aged children and youth live in countries affected by crisis

75 million
children and youth are in need of educational support

STL and ECW collaborate to **maximize safe learning for children and youth affected by conflicts, natural disasters and forced displacement**, with STL guidelines reflected in ECW's investments.

This includes adapting the STL Label of Quality to EiE and developing joint guidance focusing on EiE.

EDUCATION CANNOT WAIT

ECW is a global fund within the United Nations dedicated to education in emergencies and protracted crises.

The Fund's **First Emergency Response** investment window supports education programmes immediately in sudden-onset or escalating crises.

The Fund's **Multi-Year Resilience Programme (MYRP)** investment window addresses longer-term needs that enable humanitarian and development actors to collaborate in delivering **education to the children left most behind by crises.**

- As part as ensuring country ownership and MoE's commitment to ending violence in and through school, STL partners will work closely with Ministries of Education, as well as local education group partners at the country level. Members of STL who participate in the **national education policy dialogue** (including World Bank, UNICEF, UNESCO) in countries that are piloting **GPE's new operating model** will explore opportunities to prioritize preventing violence in schools as an area for collective efforts; particularly in those pilot countries which have signed onto the STL call to action (Nepal & Uganda).

- STL will closely work with the **GPE Secretariat** to identify countries which are **developing education plans, Partnership Compacts, and countries which are targeting girls' education** through financing from the GPE. STL will engage in national policy dialogue to end violence in schools through its country level partners, providing expertise and guidance on ensuring safe learning environments for girls and boys.

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Girls' Education Accelerator

GPE is committed to giving every girl a quality education and helping partner countries achieve gender equality through dedicated funding.

GPE's engagement in partner countries is based on a **Partnership Compact** that national authorities prepare with the support of partners. **The compact defines focus areas to deliver transformational and sustainable improvements to the education sector.** The full package of GPE financing a country accesses should support programs that close the gap in outcomes between boys and girls.

The Girls' Education Accelerator will provide additional financial resources to countries where girls lag furthest behind to tackle barriers to girls' education within and outside the education sector, such as school-related gender-based violence.

STL works through Pathfinding in HICs

- In High Income Countries, Safe to Learn will work hand in hand with the **Pathfinding Initiative** to encourage and support countries to become pathfinding countries.
- The use of the **STL benchmarking tool** and the **INSPIRE indicators in Education** will be promoted by STL partners (in particular UNESCO, WHO and UNGEI that all work in HICs) working with the Pathfinding Initiatives.
- A **common advocacy strategy** will be developed by the sister initiatives.

Pathfinding countries are those whose government leaders do two things:
- Make a formal, public commitment to comprehensive action to end all forms of violence against children; and
- Request to become a pathfinder within the Global Partnership to End Violence Against Children.

Within 18 months, pathfinding country governments are expected to:
- Appoint a senior government focal point to lead the in-country process;
- Convene and support a multi-stakeholder group;
- Collect, structure and analyse data on violence against children;
- Develop an evidence-based and costed national action plan that sets commitments for 3-5 years, and a related resource mobilization plan; and
- Consult with children and adhere to partnership standards on child participation

Global Programmatic Framework & Benchmarking Tool:
From Call to Action to Programme Responses
August 2020

Safe to Learn

INSPIRE Indicator Guidance and Results Framework
Ending Violence Against Children: How to define and measure change

STL fund supports the implementation of key priorities selected by MoE

Safe to Learn Diagnostic Exercises in Nepal, Pakistan, South Sudan and Uganda

Synthesis Report

November 2020

Safe to Learn

+ Jordan (upcoming report)
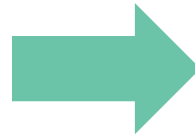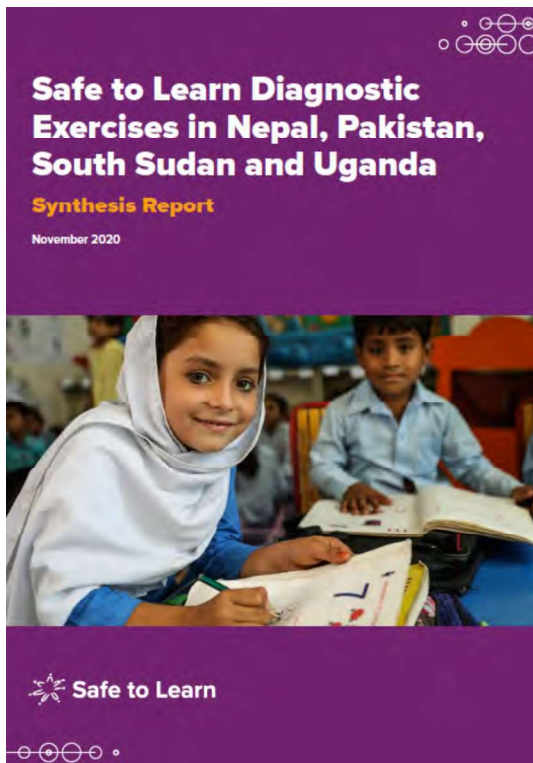
- **STL fund** will support the implementation of some of **main findings of diagnostic exercises** as prioritized by Ministry of Education in each of the 5 pilot countries: **Nepal, Pakistan, South Sudan, Uganda and Jordan.**

- **Partners with presence in these 5 countries** will work hand in hand with MoE to implement key priorities.

- **STL Secretariat** will be responsible for managing the STL fund and overall coordination and M&E.

STL organizes policy dialogues and regional roundtables for evidence and tools dissemination

Cambodia

El Salvador

Georgia

Ghana

Honduras

Jamaica

Jordan

Lebanon

Mexico

Moldova

Nepal

Sierra Leone

South Africa

South Sudan

Uganda

In the countries that have endorsed the STL Call to Action:

- **Policy dialogues will be organized.** Policy dialogues are carefully constructed, deliberative meetings that address both politically controversial and technically complex aspects of an issue. Policy dialogues seek to exchange information and build consensus recommendations between the public, private, and civic sectors through leaders who are in a position to forge alliances, make decisions, or strongly influence the trajectory of a possible solution to a challenging issue. **STL and the End Violence Lab will join forces to organize these policy dialogues at a regional level (by language) building on the experience of the End Violence Lab in such dialogues and the expertise of the STL partners.**

- **Regional roundtables** will also be potentially organized to **disseminate evidence on what works to prevent violence in and through schools and ensure safe and inclusive learning environments, as well as tools from the different STL partners.**

STL Label of Quality

Safe to Learn (R)

- Activities to be screened include, but are not limited to:
  - **MoE capacity building and pre-service and in-service teachers' training**;
  - **Curriculum** at different levels of the education sector, including **scripted lessons**, enhancing current teachings with key principles for violence prevention, using what is being done and mainstreaming a violence prevention lens to selected scripted lessons.
  - **M&E** to ensure that selected activities are also assessed against violence prevention indicators.

- Considering the many demands that together place a formidable pressure on Education systems, all the more so during and following a Covid-19 global pandemic that led to a learning crisis and forced education systems worldwide to rethink their teaching and learning methods, we as the STL coalition build on our **joint expertise and experience of both the education and the EVAC sectors to find synergies and entry points,** and develop **STL Label of Quality.**

- **The STL Label of Quality is a joint methodology to validate education interventions and activities that are in line with the Call to Action and the available evidence on what works to prevent violence in and through school.**

- The Label of quality will screen for **quality** (in line with core elements of available global evidence), **intensity** (student's exposure to the program or activity), **continuity** (single or multi-grades), **targeting** (right age group, gender, inclusion, and primary/secondary prevention) and **measurement** (as many activities are never assessed against protective factors for violence).

- The methodology will be endorsed by an **Advisory Panel with experts and practitioners from Education and Violence Prevention, ensuring diversity and equal representation of the Global South and Global North.**

- The STL Label of Quality works through a **peer review process** of education policies, programs or projects to ensure that **all activities have a safe lens to them**. STL partners that bring global and national expertise on all forms of violence in and around schools will follow a joint methodology to apply the STL Label.

Capacity Strengthening

- Preventing violence in and through schools is only possible if there is a **critical mass of policymakers, practitioners, school personnel, caregivers and youth advocates willing and able to do it.** These are the norms changers at the country level.

- STL will support capacity strengthening through amplifying the work of national universities and sister organizations specialized in this endeavor, including:

  ➤ **Coalition for Good Schools:** The Coalition for Good Schools aims to raise the expertise of practitioners from the Global South to train and strengthen capacity at the country level.

  ➤ **End Violence Lab:** the Leadership Program is a week-long intensive program targeted at delegations of senior-level influencers from committed Pathfinding/STL countries to strengthen and accelerate the work of ending violence against children.

Ministries of Education & National Leaders

School Personnel, Teachers + Teachers Unions

National Universities

CSOs

PTAs + Community Leaders

Youth Associations

A 2-pronged strategy: zooming in on Global Advocacy

- Several policy-oriented reports have highlighted that there is not enough evidence on what works to prevent violence in and through school to advise Governments on what to do. This message is not only incorrect, but is also counterproductive. **Randomized controlled trials have shown the effectiveness of specific interventions to prevent forms of violence in and around schools. Global evidence still mainly comes from the Global North, however, research is rapidly increasing in the Global South.**

- Contradictory messages on available evidence weakens the authorizing environment at the global and national level and hinders the prioritization needed to effectively embed violence prevention in Education systems. To respond to this less than optimal situation, Safe to Learn Partners will focus efforts on developing a solid **Global Advocacy Process** to enable both Education and Violence Prevention sectors to **speak with one voice on the available evidence.**

Global Advocacy

One Voice on Evidence

Global Advocacy: Overview 2021
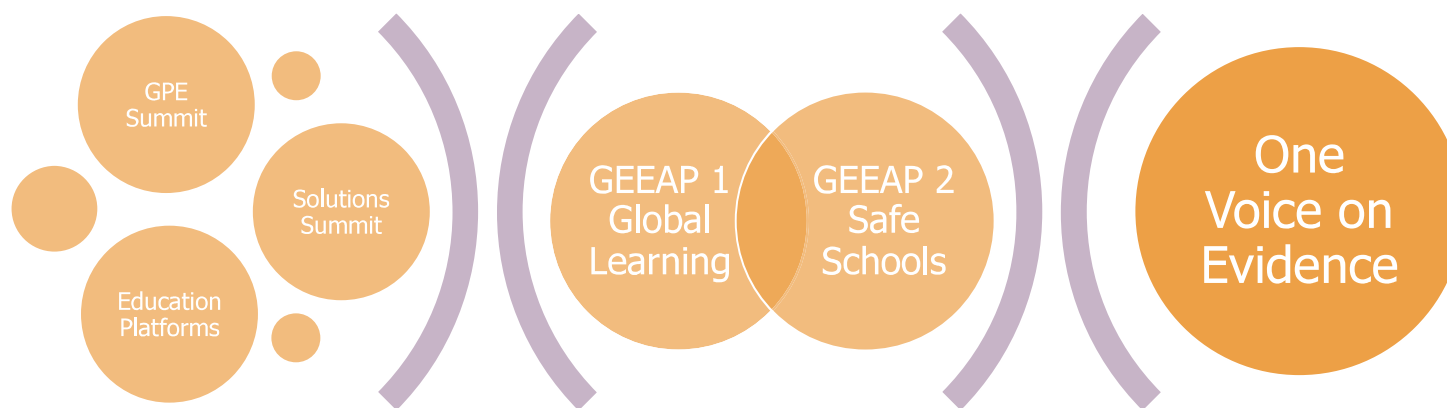
High Level Events

Global Education Evidence Advisory Panel

Strengthening the Authorizing Environment + Fundraising

Global Advocacy: High Level Events

GPE Replenishment

- Collaborating with GPE on a Safe Schools Event during the UK-Kenya GPE Replenishment Summit in July 2021

Education World Forum

- Working with the EWF on *Building Forward a Stronger, Bolder,* **AND SAFER** *Education for All*

GPE

Solutions Summit

EWF

Joint Solutions Summit events on evidence with affiliated organizations

- Together for Girls
- Coalition for Good Schools
- Innocenti
- UNGEI/UNESCO on SRGBV measurement

Global Advocacy: Follow-up Global Education Evidence Advisory Panel on Safe Schools

Panel 1

From the "Smart Buys" Report to the "Safe Buys, Smarter Buys" Follow-up

Panel 2

Using the **World Bank/STL Investment Case** to respond to the call for evidence on what works to prevent violence in and through schools

Targeting Ministries of Finance, Ministries of Education, and Major Donors in Education, & **building consensus on available evidence**

Strengthening the authorizing environment at global and national level

Global Advocacy Process

Building on high-level events in 2021 and the follow-up panel, with support from Wellspring Philanthropy and Ignite Philanthropy, a **global advocacy process will be developed for 2021-2024**, highlighting the collaboration with the GPE and other STL partners.

2021 **2022** **2023** **2024**

3.2 Implementation

Roles of the STL Secretariat & Partners

General Functions		Country Work		Advocacy	
Secretariat	**Partners**	**Secretariat**	**Partners**	**Secretariat**	**Partners**
Draft Strategies	Review and Improve	LMICs: Analyzes Donors' Pipelines	Provide key information	Develops Global Advocacy Plan	Ignite Philanthropy supports design of plan
Propose and/or draft key documents	Draft and/or review key documents	LMICs: Work with Donors to include Safe Schools components	Apply STL Label through peer reviews	Disseminates partners' events	Use STL narrative /logo in own advocacy events
Leads on Fundraising & Communication	Validates/ improves Fundraising Plan	LMICs: Strengthens bridges between STL CSOs and Donors	Ensure quality implementation of Safe Schools components + national advocacy	Leads organization of Follow up Global Advisory Education Panel on Safe Schools	UKFCDO + WB mobilize high level members and all STL partners ensure dissemination
Manages STL Fund	Disseminates STL Fund's Call for Proposals	HICs: strengthens synergies with Pathfinding Initiative	UNESCO/WHO support pathfinding work in their country dialogue	Proposes plan for STL event at GPE replenishment	GPE ensures space for STL event at July Replenishment Summit
Ensures real time communication among partners	Suggest opportunities for collaboration	Diagnostic countries: earmarks funds to support implementation of priorities	Work with MoE to select key priorities from diagnostic findings and support their implementation	Collaborates with EWF to have a STL slot in next EWF	EWF and STL partners relay messages on *Rebuilding a stronger, bolder and safer Education for all*
Ensures M&E of STL Strategy	Agree on indicators and provide timely data for M&E	STL Countries: works with End Violence Fund/Good Schools Coalition to organize regional roundtables	Partners take the lead for some regional roundtables	Disseminates STL partners + sister initiatives events for Solutions Summit	Organize STL-related events for Solutions Summit

Using STL Fund to create incentives, support the STL Strategy Implementation & beyond

Global Advocacy
- High level events
- Follow-up Advisory Education Evidence Panel on Safe Schools
- Specific advocacy and research pieces to advance the STL agenda

Country Work
- Finance design of safe schools components in Financial Partners' Education Projects
- Finance priorities of diagnostics in 5 countries
- Finance regional roundtables/policy dialogues
- Strengthen capacity at country level

Global Advocacy

Country Work
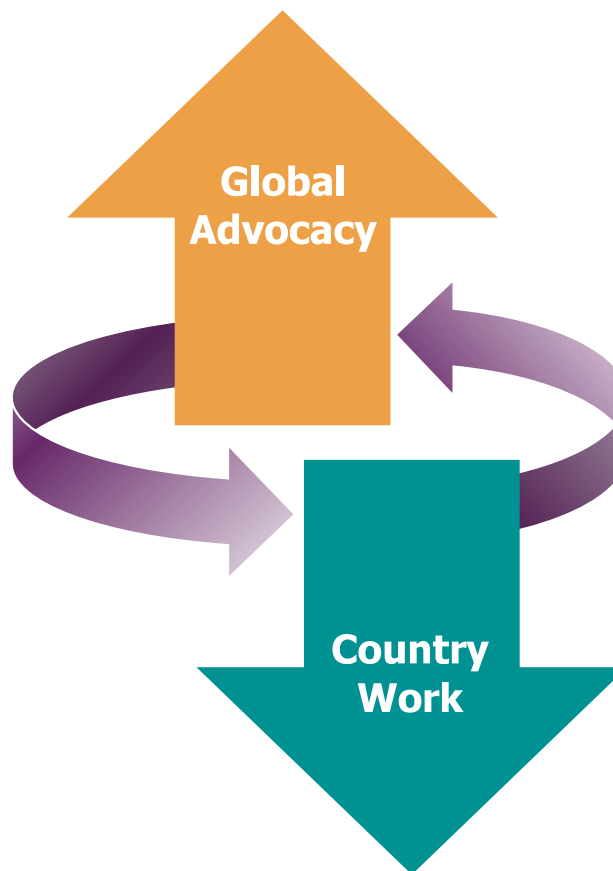
The STL Fund will be **catalytic** and serve not only to implement the STL Strategy but more broadly to **raise resources for preventing violence in and through schools globally.**

Fundraising Action Plan
- Design a Fundraising Action Plan
- Includes specific estimates per workstream + needs for Secretariat
- Lay out STL Fund Replenishment process + Guidelines for STL Fund use

Resourcing the STL Strategy 2021-2024

- *Upon **endorsement** of the STL Strategy by the Safe to Learn Partners' Senior Leaders, a **Costing Analysis** and a **detailed Fundraising Action Plan** will be developed.*

➤ The **costing analysis** will estimate the resources needed to implement the Strategy, including but not limited to:
- STL investments for the Fund to support country work
- Resources to support Global and National Advocacy processes
- Knowledge development (joint methodologies incl. STL Label of Quality Methodology; Demonstration Effect; STL Theory of Change; joint guidance STL/ECW for maximizing safe learning in Education in Emergencies settings; STL in-country collaboration; Becoming a STL country: what to expect?)
- Capacity building activities
- STL operation costs (Secretariat/consultants/travel when possible for STL partners/secretariat)

➤ At least two **resourcing scenarios** will be developed through which to assess the strategy and the financial sustainability of the model. One will focus on the **core priorities** (non-negotiables) of the strategy, while the other will estimate the resources needed to implement the full STL Strategy in 3 years.

➤ The Fundraising Action Plan will detail a systematic process to proactively engage with the **top 15 financers of Education worldwide** as well as **key Foundations** that focus on both child protection/violence prevention and education.

➤ Synergies and potential collaboration with other Funds (e.g. climate change) will also be examined.

Governance and Membership

Governance

- As STL expands in ambition, its Governance structure becomes even more critical.
- Current STL members have co-created the STL Strategy and by endorsing it, each of them renew its responsibility and commitment to STL.
- **A Formal Governance Structure** will be set up to strengthen accountability and strategic guidance of STL and ensure the successful implementation of its strategy.
- The STL Governance will comprise a **rotation of Senior Leaders from the 14 funding partners**, **high level developing country leaders in prominent former and current roles,** authorities in the field of Ending Violence in and through Schools (e.g. Malala Fund; Together for Girls; CDC), and at least one youth representative.

Membership

- STL comprises representatives from organisations that provide almost half of all funding to Education in LMICs. **To expand its reach and influence, STL will expand its membership to other financial partners (incl. IFIs, Bilateral Agencies, Foundations)** that commit to financially and programmatically support the STL vision of embedding violence prevention in EDU.
- STL will also increase its membership to ensure **diversity and full representation of the Global South in its constituencies**, in particular to grow demand for change at the country level and connect civil society networks and social movements to the global initiative.

STL
Senior Officials

Current STL Technical Group

STL New Members representing more donors in EDU (IFIs, Bilateral Agencies, Foundations)

STL New Members representing Voices from Global South

STL Secretariat

Timeline 2021-2024

Feb-May 21	June-Dec 21	July 21	Feb 22	Dec 22	March 23	April 24
2021 STL Strategy	Fundraising, Planning, & Governance	Global Advocacy process starts	Start in-country work	Mid-term review/ Leadership Meeting	Leadership Meeting	Assessment of STL Strategy **2024**

3.3
What success looks like

Results

STL Mission:
To embed violence prevention & response in education globally

⬇

M&E Task Force to identify SMART* indicators at country, regional and global levels with corresponding baselines and targets

Change at country level

- STL will use available datasets and surveys and will work with MoEs, partners and donors to build in feedback and learning mechanisms in iterative, adaptive programming on safe schools.
- All indicators will be **gender-sensitive**.
- Trackers for **child participation** and budgeting will be encouraged.

Global Advocacy

- **Cognitive frame** on the intrinsic link between learning and safety is strengthened and **owned by the Education Sector.**
- Education sector and EVAC sector use same narrative, evidence, and language.

*SMART: Specific, Measurable, Attainable, Relevant and Time-Bound.

Results Framework

The **M&E Task Force** includes representatives from the STL Technical Group (**CSO Forum, UKFCDO, GPE, UNGEI, GCPEA, and the STL Secretariat**) who volunteered to be part of the Task Force to analyze existing datasets, indicators, and feasibility criteria to develop **realistic and meaningful baselines and targets**.

A **more detailed results framework** is available on the Safe to Learn website. A **gender note** has been produced to accompany the strategy and results framework. It clearly explains how Safe to Learn adopts a **gender transformative and inclusive approach** and how this translates both throughout the strategy and in the results framework. The gender note is also available at: **www. End-violence/safe-to-learn**

	INDICATOR	BASELINE 2021	TARGET 2024	DATA SOURCE	FREQUENCY
Goal: National reduction of VAC in and around schools in at least 2 countries	% of reduction in VAC in and around school in targeted countries	0	TBD by forms of violence in agreement with TfG and CDC	-Together for Girls new standard module in national Surveys -CPC survey at community level	Twice (baseline/ endline)
Outcome 1	% of Education Sector Plans (ESP) or similar sector-wide planning documents to be approved in 2022-2024 that include a safe schools lens with a gender and inclusion perspective.	NA To be calculated by STL Secretariat.	80% in 2024 70% in 2023 50% in 2022	GPE and lead in-country partner	Annual
Outcome 2	% of new GPE grants that include at least one indicator on safe learning environments in their results framework, with a gender and inclusion perspective.	NA	30% in 2022 50% in 2023 80% in 2024	GPE	Annual
Outcome 3	% of newly approved ECW grants that include a safe lens with a gender and inclusion perspective.	NA	30% in 2022 50% in 2023 80% in 2024	ECW	Annual
Outcome 4	Percentage of countries that have achieved benchmarks progress against Call to Action	NA	100%	Gvt (country focal point)/lead in country partner + baseline diagnostic	Annual

Safe to Learn Strategy 2021-2024

Preventing violence in and through schools,
Embedding violence prevention and response in education globally,
Enhancing girls' and boys' learning experience and outcomes,
Rebuilding a stronger, bolder, and safer Education for all post-COVID-19
Strengthening capacity to ensure sustainable change

Safe to Learn

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5. Annexes

Safe to Learn

Outline of Annexes

A1. Safe to Learn Roadmap refresh

A2. Call to Action

A3. List of external partners and experts consulted

A.1
Safe to Learn
Roadmap Refresh

- This annex to the Safe to Learn Strategy, contains a refresh of the Roadmap of the Safe to Learn Initiative agreed by Safe to Learn partners in January 2020, with regards to partners individual actions. The refresh of collective actions is done through the new Safe to Learn Strategy.

- As part of the 2020 Roadmap, each Safe to Learn partner organization committed to doing more to end violence against children in and through schools. Partners set out specific actions they would take, including shifts in policy, contributing financial resources, or developing tools and research, to name a few.

- The Roadmap 2020 aimed to capture the 14 partner organizations' specific contributions and areas of collective action over the coming years.

- The Roadmap is intended to serve as a reference point to check the progress of partners' individual contributions to the STL initiative.

- While the refresher of the collective actions is done through the new Safe to Learn Strategy, this annex highlights updates and refreshers regarding individual partners actions.

Refresh of partners individual commitments and actions

May 2021

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.

Update as of April 2021

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. ChildFund 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).

Donors

Safe to Learn partners who are donors signaled 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.

Update as of April 2021

- **UK Foreign, Commonwealth and Development Office**
- **Global Affairs Canada**
- **The World Bank**

UK Foreign, Commonwealth and Development Office (UK FCDO)

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.

Global Affairs Canada (GAC)

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.
   - GAC has been prompt in its response to the COVID-19 pandemic. 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.

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.
   - 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, STL. Through this, GAC shared lessons learned from our education sector lead in Jordan, to inform STL's development of an in-country collaboration model.   GAC has promoted resources developed by STL, 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).
   - 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 World Bank

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.

Global Partnerships

Safe to Learn partners who are global partnerships signaled 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.

Update as of April 2021

- **Education Cannot Wait**
- **The Global Coalition to Protect Education from Attack**
- **The Global Business Coalition for Education**
- **The Global Partnership for Education**
- **School-Related Gender-Based Violence Working Group**

Education Cannot Wait (ECW)

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

The Global Coalition to Protect Education from Attack (GCPEA)

1. Research attacks on education in situations of armed conflict.

   ➢ GCPEA released a comprehensive Toolkit on Collecting and Analyzing Data on Attacks on Education to strengthen global monitoring and reporting.

   ➢ GCPEA has received funding to test and implement the Toolkit in several conflict-affected countries.

2. Advocate for countries to endorse the Safe Schools Declaration.

   ➢ 108 countries have now endorsed the Safe Schools Declaration; Mexico endorsed in April 2021.

   ➢ GCPEA planning advocacy in NYC surrounding the upcoming Security Council Debates on Protection of Civilians and Children in Armed Conflict.

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

   ➢ Planning underway for 4th International Conference on Safe Schools in Nigeria (October 2021)

   ➢ GCPEA supporting Norway on SSD Implementation Network (online platform) and holding regional consultations (Eurasia + Africa).

The Global Business Coalition for Education (GBC-Education)

1. Liaise with the business community to explore engagement with Safe to Learn, including by exploring ways to indicate REACT resource request's 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.

The Global Partnership for Education (GPE)

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.

United Nations Girls' Education Initiative (UNGEI) as co-host of the School Related Gender-Based Violence Working Group (SRGBV-WG)

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 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.

United Nations System

Members of the UN System who are Safe to Learn Partners signaled 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.

Update as of April 2021

- **UNESCO**
- **UNICEF**
- **WHO**
- **United Nations Special Representative of the Secretary-General on Violence Against Children**

United Nations Educational, Scientific and Cultural Organization (UNESCO)

1. Generate and disseminate evidence on the scale, nature, and imp)act 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 teacher 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.

United Nations Children's Fund (UNICEF)

1. Collaborate with Education sector to re-establish delivery of essential child protection and mental health services as part of the school reopening process"?

2. Step up advocacy for countries to adopt or strengthen national child protection policies for schools and to integrate violence prevention and response in education sector strategies and plans. Call for increased investments in school-based mental health and psychosocial support.

3. Generate learning on effective approaches to prevent violence in schools and support its us to inform policy, advocacy and programming.

4. In order to identify gaps, monitor progress and track results, continue promoting and supporting the use of the Safe to Learn Global Programmatic Framework and Benchmarking Tool and assist new countries in conducting country assessments using the Safe to Learn diagnostic tool.

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

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

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

World Health Organization (WHO)

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.

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

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.

A.2
Safe to Learn
Call to Action

Call to Action in **English** in **Arabic**, **French** and **Spanish**.

- With partners, and informed by the INSPIRE strategies to end violence against children, Safe to Learn has developed a **Call to Action** which sets out in high-level terms what needs to happen to end violence in schools.
- It recognizes that we need to work across many sectors, including health and justice, and with all levels of the wider school community.
- Working to end violence in and through schools supports the implementation of the INSPIRE strategies.
- The Call to Action recognizes the range of contexts and varying needs to tackle school violence. It is not intended to be exhaustive, but rather to highlight some of the actions that need to be taken.

Ending violence in and around schools requires coordinated efforts at multiple levels.
We call upon partners to support national and sub-national governments to:

1. Implement policy and legislation

2. Strengthen prevention and response at the school level

3. Shift social norms and behaviour change

4. Invest resources effectively

5. Generate and use evidence

Implement policy and legislation

- National, regional and local governments develop and enforce laws and policies that protect children from all forms of violence in and around schools, including online.
- Ministries of education implement policies to improve systems, capacity, and skills to prevent and respond to violence in schools across the education system.
- National governments prohibit corporal punishment in schools and promote positive discipline.
- National governments establish multi-sectoral child-friendly response and referral mechanisms to support victims of violence in schools.
- National governments endorse and implement the Safe Schools Declaration and use the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.

Strengthen prevention and response at the school level

- School staff, students, and management committees provide safe and gender-sensitive learning environments for all children that promote positive discipline, child-centred teaching and protect and improve children's physical and mental wellbeing.

- School curricula are reviewed and strengthened to include effective approaches to preventing violence and promoting equality and respect.

- Safeguarding policies and procedures, such as codes of conduct, digital safety guidance, or violence reporting procedures are implemented and monitored in schools.

- Schools ensure the physical environment in and through schools is safe and designed with the wellbeing of all students in mind.

Shift social norms and behaviour change

- Parents, teachers, children, local government and community leaders recognize the devastating impact of violence in schools and take action to promote positive social norms and gender equality to ensure schools are safe spaces for learning.

- Schools promote child-rights education and ensure children and teachers know their rights and respect the rights of others.

- Schools, parents and community leaders work together to promote non-violent behaviors and promote a safe school environment.

- Students, parents, caregivers, teachers and community members empower one another to speak up and take positive action against violence that they or their peers have experienced.

Invest resources effectively

- Increased and better use of investments targeted at ending violence in schools.

- National Governments increase domestic resources to support people, programming, and processes to end violence in schools.

- Donors increase resources targeted at the country and global level to end violence in schools, investing in effective approaches.

- The Private Sector increases financial, technical and in-kind resources to end violence in schools.

Generate and use evidence

- Countries and the international community generate and use evidence on how to effectively end violence in schools.

- Governments, schools and donors support the disaggregated data collection and monitoring of activities that prevent violence in schools.

- Donors and research partners increase investment in research and evaluation about interventions to prevent violence in schools (in particular longitudinal studies).

- Schools collect disaggregated data on incidents of violence in a safe and ethical manner to support targeted and better-quality interventions.

A.3
Safe to Learn Strategy (2021-2024) Consultation Process

The Safe to Learn Strategy is the result of a rigorous, co-creation process among STL partners. It also benefitted from extensive consultation with Experts in the field.

It was led and written by the Safe to Learn Secretariat Team,
under the leadership of **Dr. Chloë Fèvre, Safe to Learn Director**,

with:
Catherine Flagothier, Safe and Inclusive Schools Specialist, and
Kristen Hansen, Partnership and Fund Portfolio Specialist
at the Global Partnership to End Violence Against Children

List of STL Partners Organizations Representatives

STL Partners Representatives provided specific comments throughout the iterative Strategy development process.

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List of External Partners and Experts consulted

The Strategy benefitted from extensive consultations with External Partners and Experts in the field

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