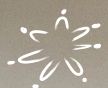
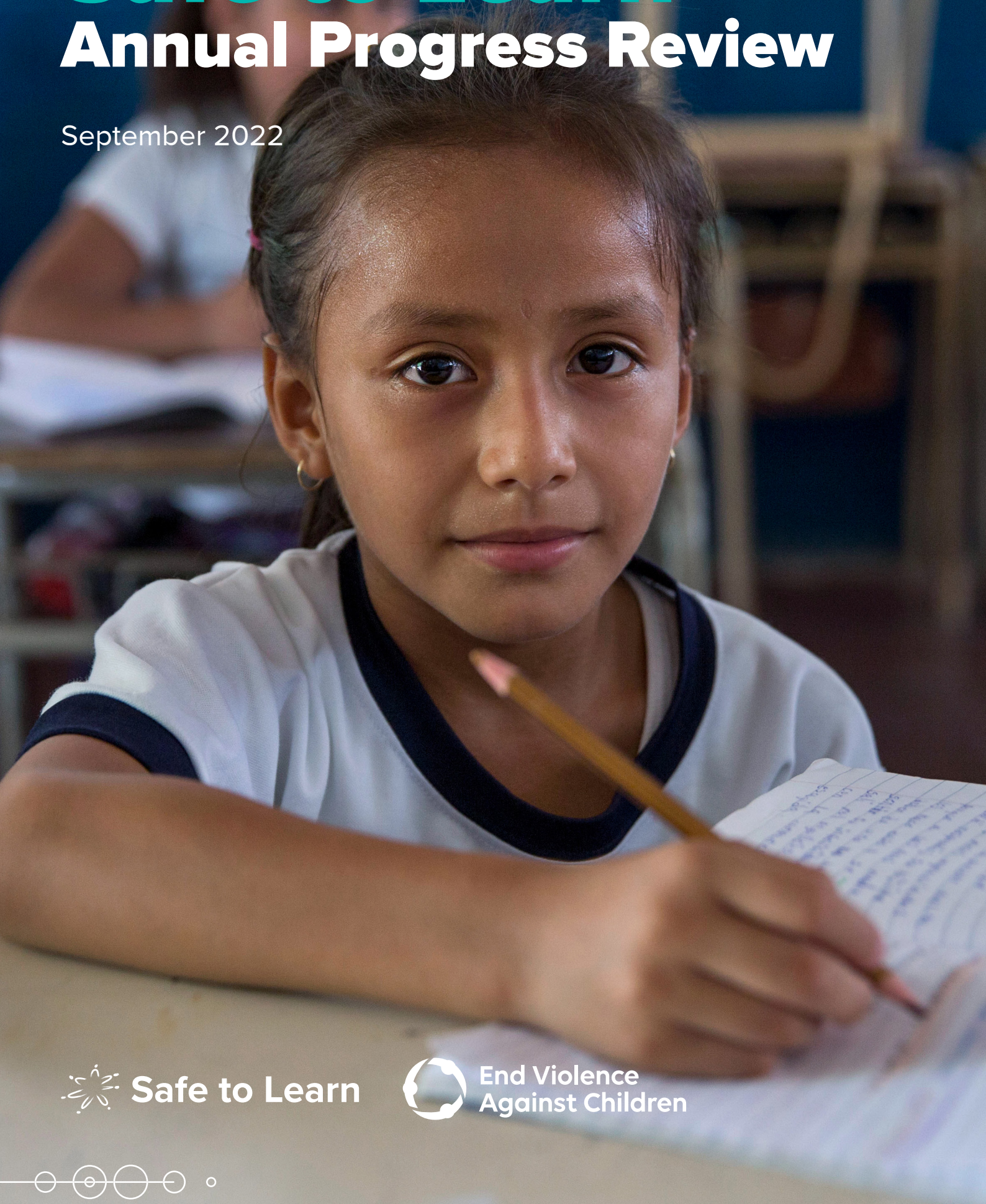




Safe to Learn

Annual Progress Review

September 2022



Safe to Learn



End Violence
Against Children





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Foreword

Education can play a transformative role in the lives of children. It can provide security, safety, and a place for a child to learn and develop their skills to become active members to society. Yet, for far too many children, schools and other learning environments are often places of fear, violence and abuse. Violence and abuse felt in educational institutions can lead to lower grades and educational attainment, and often prevents many children, especially girls and children from marginalised groups, from attending school altogether.

Violence against children has long-lasting consequences that follow children as they grow into adolescents and later on, adults. Evidence shows that society as a whole pays a heavy price for continued violence in schools. A 2021 World Bank study estimated that violence in schools costs \$11 trillion in lost lifetime earnings globally.¹ Whether violence happens as bullying or cyberbullying, corporal punishment, sexual harassment, gender-based violence or attacks on schools, all forms of violence can and must be prohibited.

Safe to Learn (STL) is an initiative dedicated to ending violence in and through schools and other learning environments. It unites key actors in the education, health, child protection and violence prevention sectors working together towards a shared vision of embedding violence prevention and response mechanisms in education systems worldwide. Safe to Learn works with and through partners at the global and national levels to raise awareness and build political will, while supporting local-level action. To enable governments to create safe spaces for children to learn, partners developed a Call to Action that lays out five pillars of intervention to prioritise, including:

- (1) implementing policy and legislation,
- (2) strengthening prevention and response in and through various learning environments,
- (3) shifting social norms and behaviour change,
- (4) investing resources effectively, and
- (5) generating and using evidence.



¹ Wodon, Quentin; Fèvre, Chloe; Malé, Chata; Nayihouba, Ada; Nguyen, Hoa. 2021. Ending Violence in Schools: An Investment Case. World Bank, Washington, DC. © World Bank. openknowledge.worldbank.org/handle/10986/35969 License: CC BY 3.0 IGO.





COVID-19 ACCRUED CHALLENGES



As of September 2021, 870 million students are affected by school closures (full or partial), costing schoolchildren a loss of 1.8 trillion hours (and counting) of in-person learning



School closures increased child abuse risks and negatively impacted children's mental health

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USD \$17 trillion may be lost in lifetime earnings of today's students = 14% of current global GDP



10 million more girls are at risk of early marriage in the next decade and at increased risk of school drop-out



Up to 70% of children in LMICs may end up living in learning poverty



COVID- 19 caused the worst education crisis on record and exacerbated existing inequalities in education

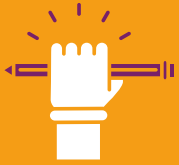


Reduction in reporting to child protection authorities by school personnel coincided with school closures





VIOLENCE IN AND AROUND SCHOOL



Half of all students (13–15 years) globally – about 150 million children – report experiencing peer-to-peer violence in and around school

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US\$11 trillion is lost in lifetime earnings due to violence in school globally, double the world's expenditure on education



Slightly more than 1 in 3 students (13-15 years) worldwide experience bullying. About the same proportion are involved in physical fights



Between 2015-19 there were more than 11,000 reported attacks on education, harming more than 22,000 students and educators in at least 93 countries



732 million children, about half of school-age children (6-17 years) live in countries where they are not fully protected by law from corporal punishment at school



Over 115 million children and adolescents experience school-related gender-based violence



Introduction

Violence in educational institutions is a global phenomenon – it can happen to every child in every school or learning environment in the world. But change is possible and we have the evidence-based solutions to make that happen and accelerate progress. In 2019, the 14 Safe to Learn partners² committed to collective and individual actions through an agreed [roadmap](#),³ which aimed to galvanise the partnership behind a common vision and set of objectives. Since then, Safe to Learn has continued to deliver on its commitments through global advocacy and country-level action to create a world where every child has access to safe and secure education.

Now, more than ever, as the world has seen the effects of COVID-19 on children's education and their access to protective services, safe learning environments must be prioritised in order to build back better and safer.

Building on partners' achievements towards the roadmap, this document provides an overview of their continued progress and commitment to Safe to Learn and their overall achievements in accelerating change for safer schools worldwide.

This Project Review is intended to complement the [End Violence Annual Report](#). It highlights the key accomplishments in 2021 of Safe to Learn as a coalition and showcases the individual achievements of each partner. This document also previews what Safe to Learn and its partners are prioritising in 2022.

It should be noted that the Safe to Learn Secretariat is hosted within the End Violence Partnership and plays a coordinating and convening role for Safe to Learn and the 14 collaborating partners. The Secretariat leads the planning and development of consolidated pieces of work, with the input, guidance and approval from all partners.



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²See Annex 1

³The roadmap is complemented by an associated [Appendices](#).





Collective Actions 2021

Highlights from 2021

The Safe to Learn Strategy

- In May 2021, **Safe to Learn partners renewed their commitment for collective action through a new Safe to Learn Strategy (2021-24)**, which builds on synergies between partners and main financiers in the education space to maximise impact at the country level, including in humanitarian and emergency settings. It applies a differentiated approach, covering a range of contexts, and, uses a series of methodologies informed by data and evidence-based practices to accelerate action so every child can learn safely, no matter how they may be learning. Its two strategic pillars: greater focus on country engagement and global advocacy, complement and reinforce each other to strengthen the authorising environment based on the strengths and comparative advantages of each partner.

The strategy is complemented by an associated **technical note** focused on gender and a **results framework** (further discussed below).

Safe to Learn has also undergone a costing analysis for the implementation of the strategy, estimated at USD\$24 million.

It is accompanied by a resource mobilisation plan to support the replenishment of the Safe to Learn window of the End Violence Fund.

Safe to Learn was featured at the **Global Education Summit** in July 2021, during a side event in which the Safe to Learn strategy was launched, together with a World Bank-supported Investment Case on Ending Violence in Schools.

Launch of the Investment Case

- **Safe to Learn launched a first of its kind, Investment Case: Ending Violence in Schools.**

Developed with technical support from the World Bank, the Investment Case assesses the multi-pronged negative impacts of violence in and around schools. It provides critical data and global cost estimates on the extent to which violence negatively impacts schools, learning, earnings, health and long-term productivity, estimated at USD\$11 trillion in lost lifetime earnings. In addition, the investment case presents a sample of evidence-based interventions that can be used to guide action throughout the education system from early childhood development to secondary education in a variety of contexts.⁴

Strengthened Safe to Learn Methodology

- **To reflect the transformative vision of Safe to Learn** and the two-pronged policy and practice approach of the new Strategy, a **Results Framework** was developed with support from the STL Monitoring and Evaluation (M&E) Task Force.³ The Framework adopts an inclusive and gender transformative approach and aims to track progress against the various tracks of the strategy.

The Framework acknowledges different levels and layers at both the country and global levels, including:

- the child level (in terms of prevalence of violence in and around schools and corresponding risk and protective factors),
- the global level (for advocacy and countries' commitments),



³ The M&E Task Force consists of six Safe to Learn partners who volunteered to help develop a monitoring framework and support evaluation of Safe to Learn achievements as necessary. The task force includes members from: the CSO Forum, UKFCDO, GPE, UNGEI, GCPEA and the STL Secretariat

⁴ The Investment Case is accompanied by a **Selected Findings**.





- the partners' level (for violence prevention and gender mainstreaming efforts), and
- the national level (for prevalence and policies to prevent violence in and through schools)

The Results Framework is intended as a living document and will be updated as needed to reflect the progress, achievements and needs of Safe to Learn and the field.

In addition, the **Safe to Learn Diagnostic Tool**, (developed in 2019-2020, under the technical leadership of UNICEF and with financial support from UK FCDO) was endorsed by all 14 partners, making it a unified, collective tool to inform evidence-based dialogue between governments, Safe to Learn partners, and other stakeholders.

Safe to Learn Investments Achieve Results

- Safe to Learn made its first investments through the End Violence Fund in early 2020, supporting five organisations in Nepal and Uganda to implement safe learning projects. In March 2021, the five organisations – **Mercy Corps**, **Voluntary Services Overseas**, and **World Education in Nepal** and **Raising Voices** and **Right to Play** in Uganda – completed their projects.

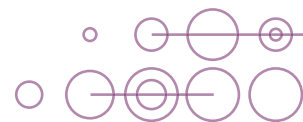


Despite having begun implementation at the start of COVID-19, the five organisations (with technical guidance from the STL Secretariat) adapted to the evolving challenges and restrictions, and shifted activities to ensure successful delivery in the remote learning environment. The projects enhanced mass-media messaging, while also working together with communities, school staff, teachers and students themselves to integrate safe learning procedures in all learning environments.

As a result of the Safe to Learn investments, 55,368 students and young people in Nepal were reached with messages and trainings on prevention and response to bullying, child marriage, gender empowerment and life skills. And, in Uganda 1,033 schools were equipped with new tools and approaches to prevent and respond to violence in schools and other learning environments – this also included developing codes of conduct and updating or creating child safeguarding policies.

Following completion of the projects, the Safe to Learn Secretariat together with the five grantees presented at the Comparative and International Education Society Conference in April 2021, showcasing project achievements, challenges and lessons learned.

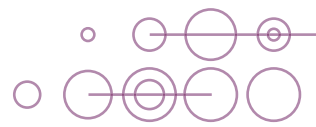




Advocacy to End Violence in Schools

- Throughout the year, **Safe to Learn organised many events and webinars at the global and local levels to raise awareness, showcase STL's vision, gain traction and strengthen the movement to accelerate progress.** To name a few:
- Safe to Learn co-hosted an event with the **Coalition for Good Schools** on **Preventing Violence Against Children in and through Schools**, highlighting research demonstrating the magnitude of the problem, and providing guidance on how to build momentum towards safer learning.
 - UNGEI, together with Gender at Work, co-hosted a Commission on the Status of Women (CSW) side event on **Feminist Leadership: Steering a course for gender equality in and around education**.
 - Together with the first round of grantees, Safe to Learn hosted an event on **Reimagining Education to Keep Children Safe to Learn** to further showcase the five Safe to Learn projects and highlight their achievements and lessons learned.
 - The CSO Forum EVAC Working Group on Safe to Learn hosted a Solutions Summit affiliated event on **Civil Society COVID-19 Adaptations to support Safe Learning Spaces** in May 2021.
 - Save the Children, together with ONE, co-hosted a Global Education Summit side event: **Why Foundational Learning is Key to Building Forward Better**.
 - To raise awareness of the benefits of undertaking the **STL diagnostic exercise** as a means to prioritise investments and measure progress in ensuring safer learning environments, Safe to Learn hosted an **event** to present the **Programmatic Framework and Benchmarking Tool** and showcase country experiences. The event included several high-level speakers from UNESCO, Beacon Teachers Africa, UNICEF Jordan, and the governments of South Sudan and Uganda.
 - The Global Coalition to Protect Education from Attack (GCPEA) hosted the **4th International Conference on the Safe Schools Declaration**.
 - UNESCO, celebrated the International Day against Violence and Bullying at School including Cyberbullying on 4 November 2021 under the theme: **Tackling Cyberbullying and Other Forms of Online Violence Involving Children and Young People**.
 - A **roundtable under the leadership of the Jordanian Ministry of Education, in partnership with Safe to Learn and UNICEF Jordan** gathered key national stakeholders to discuss the findings and recommendations from the Jordan Diagnostic Exercise in September 2021.
 - UNESCO, together with the World Anti-Bullying Forum hosted a series of international webinars on school bullying in the lead up to the World Anti-Bullying Forum in November 2021. The four webinars that took place from March to September covered:
 - **The Whole Education approach to bullying prevention (including cyberbullying)**
 - **Revisiting the definition of school bullying**





- **Bullying involving children with disabilities**
- **The role of teachers in preventing and addressing bullying and cyberbullying**
- UNICEF hosted internal regional webinars, promoting linkages between violence prevention and education, and advocating for cross-sectoral policies and plans for reopening school.
- The Second Regional Conference on Implementation on INSPRE Strategies to End Violence Against Children (EVAC) During COVID-19 and Beyond, was held in East Asia and Pacific, in early November 2021. The event was a Solution Summit series affiliate event and was co-convened by WHO and UNICEF, together with the End Violence Partnership and had high-level participation, including End Violence Executive Director, Dr. Howard Taylor. This regional conference focused on sharing new and emerging data and evidence on promising practices to end violence against children, including the role of education, health and social welfare on the COVID-19 recovery agenda. It also highlighted key topics, including Back to School, Mental Health and Parenting.



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Country-level Highlights

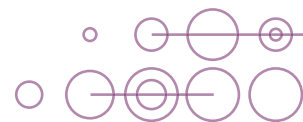
The Association of Southeast Asian Nations (ASEAN)

In October 2021, the Association of Southeast Asian Nations (ASEAN), adopted the **Declaration on the Elimination of Bullying**, led by the Governments of Viet Nam, Singapore, and Brunei. Following presentations from Safe to Learn and other key stakeholders, participants concluded that a whole school/whole education approach is a critical way forward.



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Cambodia

A trailblazer in the mission to eliminate violence against children, Cambodia has made several commitments to protect children at school, at home and in the community.



To support the government's efforts to integrate the Call to Action into its national policies and programmes, Safe to Learn through the End Violence Fund invested US\$1.2 million in a safe learning project implemented by Save the Children Cambodia, together with its partners. Save the Children is working with a consortium of partners, including World Vision and Plan International, to leverage existing collaborations and partnership to prevent violence against children in and through schools. Save the Children works closely with the Ministry of Education, Youth and Sport (MoEYS) and tests tools and approaches to end violence through a number of activities, including:

- strengthening the Cambodian child protection policy framework through the development and dissemination of the Operational Manual on Child Protection in School (OMCP).
- supporting the MoEYS to pilot the OMCP in target primary schools to establish functioning school-based child protection mechanisms.
- supporting the development of a data monitoring system,
- empowering girls, boys, non-binary students and children with disabilities.

Under the technical and financial support from Save the Children, together with World Vision and UNICEF, the MoSVY developed and finalised the INSPIRE technical training curriculum, which was endorsed by MoSVY, H.E. Touch Channy, Director General, Department of Technical Affairs.

The MoSVY, together with Save the Children and UNICEF also coordinated a national high-level policy dialogue in Cambodia, aligned with the Together to #ENDviolence Solutions Summit Series. The goal of the national dialogue was to elevate the issue of VAC as a global priority and catalyse political and financial commitments needed to end VAC at home, online, at school, and in communities, and also establish accountability.



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Jordan

Jordan has been another **key changemaker in the field** over the past several years, working together with key stakeholders, both at the global and country levels to accelerate action to prevent violence against children and to prevent violence in schools.



In 2021, Jordan published a '**Diagnostic Study of National Efforts to Prevent and Respond to Violence in Schools in Jordan**' which documented the findings and recommendations from the diagnostic exercise previously undergone in 2020. The Safe to Learn Secretariat provided technical support throughout the diagnostic process and played a key role in the development of the study. The study examined gaps and provided evidence-based recommendations to protect children from violence in schools. The study was discussed at a national roundtable, with participation from the Safe to Learn Secretariat, UNICEF, UK FCDO and attended by high level stakeholder, including the End Violence Executive Director.

- With technical and translation support from UNICEF Jordan and the Government of the Hashemite Kingdom of Jordan, Safe to Learn published an **Arabic version of the diagnostic tool** to support further dissemination and encourage other Arabic speaking countries to conduct diagnostic exercises and accelerate progress under the Call to Action.⁵
- UNICEF Jordan also presented the findings of the diagnostic exercise and showcased the efforts of the government to create safer learning environments at a **Together to #ENDviolence Solutions Summit Series event**, alongside other stakeholders and country leaders.



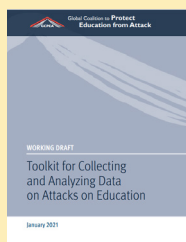
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⁵ The diagnostic reports and tools in both languages were designed with support from the End Violence Communications Team.

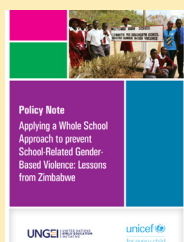




New Resources 2021



A Toolkit for Collecting and Analysing Data on Attacks on Education



Applying a Whole School Approach to prevent School-Related Gender-Based Violence: Lessons from Zimbabwe



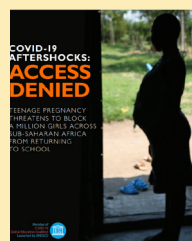
Action to End Violence against Children in and around Schools



Adapt. Imagine. Innovate. Child Protection during COVID19 - a catalogue of innovations and adaptations (Save the Children, 2021)



Arigatou Intl's Ethics Education for Children: A Transformative Pedagogy for Learning to Live Together



Covid19 After shocks Access Denied (World Vision)



Covid's Educational Time Bomb Global Snapshot



Safe to Learn Diagnostic Study in Jordan (English, Arabic)



EiE-GenKit resource package for gender in Education in Emergencies



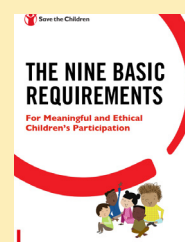
Gender-Transformative Education resource (produced by Plan with UNGEI, UNICEF and Transform Education)



Investment Case on Violence Against Children in Schools and its Selected Findings



Let girls learn! West and Central Africa

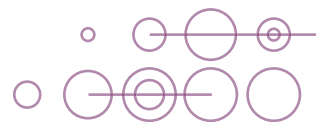


Nine Basic Requirements for Meaningful and Ethical Child Participation



No Education, No Protection (Inter-Agency Network for Education in Emergencies, INEE, 2021)

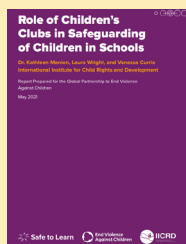




Protection is possible:
How an innovative operating model strengthened safeguarding for the Girls' Education Challenge



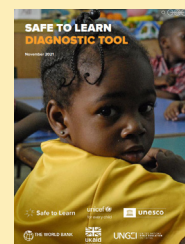
Recommendations by the Scientific Committee on preventing and addressing school bullying and cyberbullying



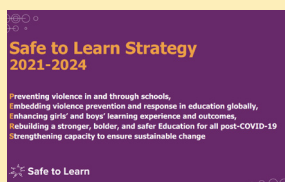
Role of Children's Clubs in Safeguarding of Children in Schools



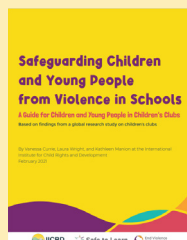
Safe to Learn Diagnostic Tool (Arabic)



Safe to Learn Diagnostic Tool



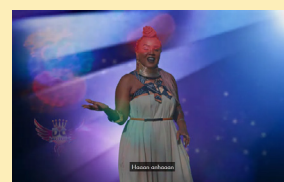
Safe to Learn Strategy



Safeguarding Children and Young People from Violence in Schools: A Guide for Children and Young People in Children's Clubs (based on findings from the global research study on children's clubs)



Save Our Education Now



Save the Children, in partnership with many other stakeholders in the Sahel region, launched a music video



Save the Children's Safe Back to School Resources



What we learnt from the Safe to Learn diagnostic processes in two countries: Uganda and South Sudan



UNICEF, in collaboration with Drexel University developed a technical package on Social and Behavioural Change, which includes a peer-reviewed journal article, the Schools Edition of the C4D Technical Guidance on Social and Behaviour Change to Address Violence Against Children and a practitioners-friendly publication on Social and Behaviour Change Strategies for Addressing Violence Against Children In and Around Schools: Case Studies and Lessons Learned.





In 2022, Safe to Learn continues to **strive forward, building on momentum from 2021 to **amplify** partner collaboration and ensure the successful implementation of the new strategy.**





Sneak Peak to 2022

What we are doing

Over the coming year, Safe to Learn is prioritising:

Launching the Safe to Learn Advisory Board

- As a key piece for the implementation of the Strategy (2021-24), Safe to Learn launched a **new governing structure** in early 2022. As the first ever governing structure for STL, the **Advisory Board aims to strengthen STL's strategic guidance, accountability and resource leveraging capacity**. It consists of various leaders and champions in the field, who will provide strategic vision and oversight to ensure the successful implementation of the new Strategy and the sustainability of STL.

Launching the Safe to Learn Global Advocacy Task Force

- Co-hosted by Safe to Learn and the Global Partnership for Education, the **Global Advocacy Task Force aims to build political will at the global level, through strategic advocacy activities**. The Global Advocacy Task Force consists of several members and aims to work with children and young people to ensure their voices and stories are amplified. The Task Force will leverage key high-level events and moments to magnify the issue and raise awareness on multiple platforms.

Replenishment of the Safe to Learn window of the End Violence Fund

- To ensure implementation of the Strategy and maximise impact and sustainability of Safe to Learn, financial commitment is needed. The Safe to Learn Secretariat, together with key actors is liaising with major financiers in education, financial institutions and others, to mobilise resources and gain monetary contributions for the STL initiative. With approval from the new governing body, Safe to Learn hosted a Donor's convening in May 2022. **STL aims to mobilise at least \$3M in pledges towards the overall US\$ 24M estimated three-year cost of the STL Strategy.**



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Finalisation of an Operational Guideline to embed Violence Prevention in Education in Emergency programming

- As part of the new Strategy, Safe to Learn in collaboration with Education Cannot Wait (ECW) and others are developing an operational guideline to support the integration of violence prevention mechanisms within Education in Emergencies (EiE) programmes and policies, including grants from ECW. The guidelines aim to provide a concrete, step-by-step approach to support practitioners in the field incorporate a violence prevention lens into any education programming in a variety of emergency contexts. It will be an agile and user-friendly document with practical tips, tools and examples and will have an associated results frameworks with sample indicators and guidance on how to measure them.

Safe to Learn Regional Roundtables

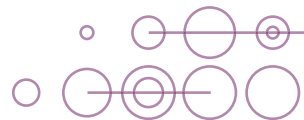
- Safe to Learn has begun implementing its differentiated approach at the country-level (as set out in the Strategy) through the implementation of regional roundtables in the 15 STL countries and beyond. **The regional roundtables aim to support countries that have expressed leadership and vision in ending violence in and through schools** by 1) supporting informed cross-country peer to peer dialogue, 2) promoting evidence-based policy and programming by dissemination of evidence and tools of what works, and 3) providing a platform to elevate practice-based evidence and local expertise. A Regional Roundtable Task Force has been established to support the implementation of the roundtables globally.

The first regional roundtable was implemented in Sub-Saharan Africa in June with participation from Ghana, Namibia,⁶ Sierra Leone, South Africa, South Sudan and Uganda.



⁶ Namibia is not yet a Safe to Learn country as of Sept 2022, but has been a key advocate for STL and for creating safe learning environments.





Partner Achievements

The CSO Forum to EVAC

Over the course of 2021, the CSO Forum to EVAC contributed towards Safe to Learn through three critical areas, including:



Civil Society Forum

**Ending violence
against children**

Advocacy

- CSOs have continued to implement education and child-protection focused advocacy (and in some contexts, more integrated advocacy) to end violence against children in and through schools, at national, regional, global and local levels, both as individual organisations and collectively as a Forum.
- CSOs continued support in the promotion and implementation of the Safe Schools Declaration in conflict settings, promoting cross-sector integration and children's participation. At the 4th International Conference on the Safe Schools Declaration (October 2021), CSOs supported the launch of a [Children's Manifesto](#) and Save the Children released a [study](#) to highlight the growing and alarming trend of recruitment of children to armed groups directly linked to closed schools and attacks on schools and teachers.
- As part of global advocacy efforts to address specific education crises, Save the Children contributed reports on [Syria](#), [Lebanon](#) and [Yemen](#), among other resources.

Technical Expertise and Research

- CSO Forum members shared technical expertise with local level partners to implement violence prevention and response advocacy and programming, aligned with the Safe to Learn objectives and vision.
- The CSO Forum provided technical expertise through engagement in STL technical partnership calls, and provided inputs for Safe to Learn's advocacy plans, and regional roundtable process.

Programme Delivery & Partnership Building:

- CSO Forum members continued to implement programmes at the local level to end violence in and through schools, aligned with the Safe to Learn objectives and vision.
- The CSO Forum represented and included local civil society voices and experiences to guarantee that Safe to Learn initiatives are relevant and informed by good practices and contextual lessons.
- The CSO Forum hosted an event in May 2021 showcasing CSO's COVID19 Adaptations to Support Safe Learning Spaces, which was attended by national and international NGOs, international stakeholders from government and multi and bilateral organisations and youth representatives, representing 46 countries. Recommendations from the event are [here](#).

Moving Forward

Priorities in 2022

- The CSO Forum will continue to seek opportunities for engagement with different local CSO networks across all regions, focusing on ending school violence, such as the Coalition for Good Schools.
- The CSO Forum will continue to support the preparation and delivery of the regional roundtables as well as the advocacy efforts of Safe to Learn, including in the framework of pre-TES and TES summits.
- The CSO Forum will work with key partners in the Safe to Learn Advocacy Task Force to collectively drive change and secure commitments to ensure investment in and prioritisation of ending violence in schools, with a focus on meaningful participation of civil society and children and young people.





Education Cannot Wait (ECW)

Over the course of 2021, ECW contributed to Safe to Learn's mission, including through:



Facilitating and investing 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:

- ECW continued to support initiatives to create safe schools for all children and adolescents in areas affected by crises. 18% of ECW-supported programmes (6 Multi-Year resilience Programmes and 3 First Emergency Responses) implemented safety and protection interventions that reported improved outcomes in relation to safe learning spaces.
- ECW's investments also supported 2,600 learning spaces whereby a code of conduct exists, is enforced and teachers and communities are informed and trained on its application. As students, particularly girls, may be exposed to many risks on their way to and from school ECW-supported grantees also provided some 3,100 children with safe transportation mechanisms to and from school.
- To promote psychological and physical safety of crisis affected-children, ECW's partners trained 2,404 principals and teachers on classroom management, positive discipline, and codes of conduct, and supported protection referral mechanisms within school environments and communities.
- ECW partners supported schools in establishing early warning systems and in engaging communities on the importance of self-protection and safety drills in the case of disasters.
- To safeguard children within learning environments, ECW partners supported interventions to deter bullying among students and corporal punishment by teachers and administrators, and to instead promote positive discipline and conflict resolution skills.





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

- ECW's advocacy and communication efforts continue to expand in 2021, with a global aggregate estimated readership growth of 100 percent, making headlines in top-tier media outlets such as El Pais, Forbes, Yahoo, MSN and more. The keywords "safe and protective learning" appeared 916 times in media articles on ECW, reaching a potential audience of over 910 million readers. ECW published 40 content pieces – such as press releases and human stories – mentioning "protection" or "safe and protective learning" on its website. These include featured stories on GCPEA and the Safe Schools Declaration. All contents were also amplified across ECW's social media channels.
- Additionally, through its messaging, ECW has implemented the strategic use of the hashtags #SafeToLearn and #NotATarget to amplify strategic calls to action. The related messaging for 2021, has generated over 100K impressions on twitter, ECW's biggest social media channel.
- In events it has organised or participated in – including ECW's High-Level Steering Group discussions engaging Development Ministers, Heads of UN Agencies, Host Government Ministers, CSO CEOs, private sector and philanthropic leaders – ECW as a matter of practice, highlights the importance of creating safe learning environments for children in crisis settings, whether it be in schools or alternative learning environments
- The ECW Director also regularly condemned violence targeting students and learning institutions and called for the respect of IHL and the Safe Schools Declaration through her numerous public speaking engagements, media interviews, high level meetings and field visits – including in Burkina Faso, DRC, Cameroon, and Afghanistan.

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:

- ECW also supported school and government officials with the design of needs assessments and school safety plans involving community stakeholders, sought to identify the potential physical dangers to children in the school community and to aid understanding of such dangers. For example, workshops were conducted in Mali on the safe schools approach and key child protection themes, reaching 574 stakeholders, including parents and school management committees. In Niger, 25 teachers (56 per cent female) were trained on the safe schools approach, and school directors were trained in safe school mechanisms and the development of risk management plans. The directors disseminated training information in their school communities and co-created 30 risk management plans for each localised school context. In ECW-supported MYRPs, 65 Ministry of Education staff and teachers in the Central African Republic were trained in the coordination and management of EiE. Additionally, 49 MYRP-supported schools in South Sudan conducted school safety audits towards the development and implementation of school safety plans.

Moving Forward:

Priorities in 2022

- ECW continues to prioritise funding for safe learning environments under its holistic packaging for quality education
- ECW will also promote the dissemination of the EIE/PC operational guidance, developed jointly with STL to embed violence prevention in Education in Emergency programming.





Global Affairs Canada (GAC)

Over the course of 2021, GAC contributed to Safe to Learn's mission, including through:



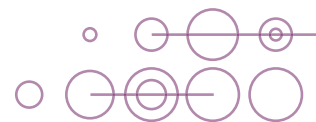
Together for Learning - Data for Change Project

- In the final year of the project - Data for Change, Together for Girls and partners, CDC and UNICEF, made a significant contribution toward improved learning outcomes for girls and adolescent girls, in 13 program countries and beyond. With multiple countries defining clear actions at the national level to prevent and respond to violence against children in schools (VACS), a key achievement of this project was to help place the issue of violence and its associated gender dynamics in schools, impacts on learning, development and children's well-being, on the policy table in programming countries and globally.
- New data and tools produced at country level project helped to influence the policy agenda of education and violence at the global and country-level. For example, an additional **deep dive analysis** looked at the relationship between source of household water and educational attainment. Given the scarce data available on **school-related gender-based violence (SRGBV)**, these analyses provide important findings for advocates, practitioners, and researchers seeking to better understand violence in and around school settings to promote prevention as well as support survivors.
- Additionally, through this project, Together for Girls collaborated with CDC, the International Rescue Committee and other experts in violence against children and violence against women in humanitarian action sectors to develop a new methodology and questionnaire for undertaking a VACS in humanitarian contexts. This resulted in the first of its kind methodology designed for this context, and the publication, **Measuring Violence Against Children** in Humanitarian Settings: Implementation Guidance for a Humanitarian Violence Against Children and Youth Survey (HVACS).

UNFPA-UNICEF Global Programme to End Child Marriage

- Canada's support to the Global Programme is a key component of investment in the protection of children and their rights as well as the empowerment of women and girls in countries where rates of child marriage are particularly high.
- In 2020-2021, the Global Programme improved the capacity of education, health, child protection and GBV systems to deliver coordinated, quality programmes and services to better meet the needs of adolescent girls and their families, including in humanitarian contexts.
- A **Joint Assessment** of the program in light of COVID-19 further demonstrated that vulnerable adolescents must continue having access to education (especially if provided remotely), health and social welfare services as part of an effective prevention and response to child marriage during the pandemic.
- During the pandemic, the Global Programme continued its work in capacity building for gender-responsive education systems. Increased support to child protection, including GBV, MHPSS and health services, resulted in an improved ability for the sector to provide preventive support and referral services including gender-based violence and MHPSS in the 12 Global Programme Countries.





Moving Forward:

Priorities in 2022

- GAC has launched a Together for Learning Campaign, and hosted an associated summit in March 2022, focused on engaging displaced youth to transform education. GAC will continue to look for opportunities to support Safe to Learn's mission through its Together for Learning Campaign and other advocacy initiatives.



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Global Business Coalition for Education (GBC-E):

Over the course of 2021, GBC-E contributed to Safe to Learn's Mission, including through:



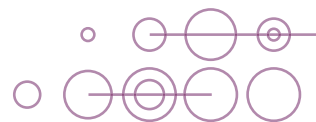
- Liaising with the business community to explore engagement and partnership opportunities with Safe to Learn to enhance cross-sector collaboration.
- Continuing to help increase Safe to Learn's visibility among GBC-Education's member network and the larger business community through digital platforms and communications channels, and
- Showcasing and highlighting resources and stories in bi-weekly member newsletters that shed light on the gravity and complexity of issues related to violence against children in and through schools.

Moving Forward:

Priorities in 2022

- GBC-E aims to be part of the STL Advocacy Task Force to support in the development of tailored messaging that will speak to the business community and incite action and commitment to invest in ending violence against children in and through school.
- Continues to increase the visibility of STL's mission to the business community and facilitate opportunities for business leaders to champion the cause through thought leadership and advocacy. In addition, GBC-E will facilitate opportunities for businesses to engage and partner with Safe to Learn.





Global Coalition to Protect Education from Attack (GCPEA):

Over the course of 2021, GCPEA contributed to Safe to Learn's Mission, including through:



Research of attacks on education in situations of armed conflict and insecurity:

- GCPEA released new research “[The Impact of Explosive Weapons on Education: A Case Study of Afghanistan](#)” which explored devastating effects of violence against education, finding over 200 reported attacks on schools, school students and personnel, and higher education in Afghanistan that involved explosive weapons between 2018 and mid-2021.
- GCPEA released its [Toolkit for Collecting and Analysing Data on Attacks on Education](#) which provides guidance, tools, resources, and examples of good practice to support the collection, analysis, and reporting of data on attacks on education. The Toolkit for Collecting and Analysing Data on Attacks on Education builds on GCPEA and partners' efforts to better measure the scope and impact of attacks on education and aims to address gaps in monitoring and reporting. It comprises the following technical tools for standardising data collection, analysis, and reporting: Guidance on Collecting, Analysing, and Reporting Data; Indicators on Attacks on Education; a Codebook; and a Data Template.
- GCPEA conducted a number of orientations on the Toolkit with Colombia Education Cluster, Norwegian Refugee Council in Colombia, and Coalico (a Colombian childrens' rights organisation), as well as with government agencies and international and national organisations in Nigeria, and through the Norway's State-led SSD Implementation Network.
- The research team co-organised with Right to Education Initiative a roundtable on strengthening collaborations between journalists and NGOs to monitor and report on attacks on education.

Advocate for the endorsement of the Safe Schools Declaration:

- Eight new endorsements since the 2020 Safe to Learn progress report, including Ghana (November 2020), Algeria (February 2021), Mexico (April 2021), Timor-Leste (May 2021), Togo (July 2021), Senegal (July 2021), Maldives (September 2021), Namibia (December 2021). This brings the total number of endorsing states to 113.

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

- In February and March, 2021, the Spanish Government, with support from GCPEA, convened a virtual training course on effective implementation of the Safe Schools Declaration and exchange of good practice in safeguarding education. The training brought together over 90 representatives from ministries of defense, education and foreign affairs from 20 countries.
- In October 2021, GCPEA, together with the governments of Argentina, Nigeria, Norway and Spain, as well as the African Union Commission, organised the Fourth International Conference on the Safe Schools Declaration in Abuja and virtually.
- GCPEA also actively supported the Government of Norway and Niger during the negotiations on the [Security Council resolution 2601 \(2021\)](#) on the protection of education during armed conflict which was adopted in October 2021 and which mentions the Safe School Declaration. On 26 July, during its 47th Session, the UN Human Rights Council adopted a [Resolution on the Right to Education](#)





- GCPEA released a report on [Protecting Schools from Military Use: Law, Policy, and Military Doctrine](#), which collects recent and historic examples of laws, court decisions, military orders, policies, and practice by governments, armed forces, non-state armed groups, and courts aimed at protecting schools and universities from use for military purposes.
- More updates on 2021 achievements can be found in [the Highlights of 2021](#) news update.

Moving Forward:

Priorities in 2022

- GCPEA launched its new report Education under Attack 2022 in May 2022. It was launched globally through a virtual event in May with high-level representation and an in-person Geneva event in June for practitioners.
- GCPEA continues to support the state-led implementation network initiative launched by the government of Norway during the Abuja Conference through virtual webinars for member states and in-person workshops.
- GCPEA is working with the government of Spain to organise a second global virtual training on SSD implementation.
- GCPEA is organising an in-person workshop in Geneva to explore and seize upon the Geneva community's specific added-value and unique role in protecting education in conflict, particularly by examining collective and coordinated action and synergies with the human rights, humanitarian and disarmament agendas. The expected outcome is to develop joint planning to promote the protection of education from attacks at the Geneva level.
- Advocating globally on the issue of ending violence in schools, ensuring visibility of school violence in GCPEA external influencing.
- Continuing to incorporate advocacy on violence in schools, including in the Global Education Summit through a side event by Safe to Learn, and in the summit programme
- Driving 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.



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Global Partnership for Education (GPE)



Over the course of 2021, GPE contributed towards Safe to Learn, through:

- Rolling out and piloting a new **operating model**, approved by GPE Board in December 2020, across many of its partner countries. The model implements GPE's 2020-25 strategy, prioritising learning in safe, healthy and inclusive environments. GPE ensures linkages are made with Safe to Learn where countries are interested in developing programmes with a school safety component or where support is needed to produce evidence in this area and use it to inform policy.
- Responding to demand-led solutions on violence in schools through GPE funding, innovation and research.
- GPE's grants for mitigation and recovery from **COVID-19** continued to be implemented, often including activities on violence prevention, including:
 - Sudan: the program aimed to protect vulnerable children—particularly girls—from sexual abuse, violence and pregnancy by using technology to disseminate health messages – along with other safeguarding measures
 - Malawi: child protection services and referral services in schools
 - Pakistan: telephone hotlines to report abuse
 - Kenya: appoint and train gender champions at school level whose role included reducing gender-based violence.
 - Timor-Leste: the program gave guidance to teachers and coordinators about checking on the well-being of children during home schooling.

The **Girls' Education Accelerator** – a US\$250m fund to support opportunities for girls in 30 countries where girls' education has been a main challenge and where countries identify gender equality as a focus area in their compact with GPE – will make additional financing available for violence prevention where this is a barrier to gender equality.

Moving Forward:

Priorities in 2022

- GPE has agreed to co-chair the Safe to Learn Global Advocacy Task Force which was launched in early 2022.
- GPE will also participate in the Regional Task Force on violence in schools.





The UK Foreign, Commonwealth and Development Office (UK FCDO)



Foreign, Commonwealth
& Development Office

Over the course of 2021, UK FCDO contributed towards Safe to Learn through three critical areas, including:

Technical Guidance & Bilateral Programming:

- The UK Provided 59m in FY 2021/22 to the Girls' Education Challenge (GEC) for projects that include violence prevention and safeguarding measures.
- During Covid-19 GEC continued to support girls to sustain learning and implemented activities to reduce risks of violence, including implementation of new safeguarding guidance for distance communication and learning, provision of life skills and psychosocial support and outreach with community members.
- The UK launched the What Works to Prevent Violence: Impact at Scale programme, worth up to £67.5m, the first global programme to scale up proven approaches to prevent GBV including violence in schools.
- Continued to address violence in and around schools through bilateral programmes, including in Sierra Leone, Zimbabwe, Nigeria and Uganda.

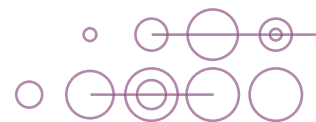
Knowledge Exchange of Tools and Evidence:

- Convened FCDO Education Advisers from across the network to showcase evidence on tackling violence in and around schools, including the STL Programmatic Framework and Benchmarking Tool.
- Shared learning from FCDO's What Works to Prevent Violence programme (Phase 1) at the StL roundtable on corporal punishment. The What Works programme conducted **rigorous evaluations of two school-based interventions** in Afghanistan and Pakistan in 2019 and concluded that they achieved significant reductions in violence of around 50%.

Global Convening Power to Raise Profile of StL:

- At the Generation Equality Forum in Paris, the UK made ambitious commitments as co-lead of the Action Coalition on Gender-Based Violence which runs from 2021-2026. The UK worked with partners to co-create the **Global Acceleration Plan** for the Action Coalition, which **references working with the education sector to implement evidence-driven prevention strategies in schools**.
- Used the UK's G7 Presidency to gain agreement on two ambitious global targets of getting 40 million more girls in education, and 20 million more girls reading by age 10 in the next 5 years. **The G7 girls' education declaration** also prioritises girls' education in the recovery from the pandemic including commitment to reduce sexual, gender-based and other forms of violence in and out of schools.
- The Prime Minister launched the **Girls' Education Action Plan**, setting out the practical steps the UK will take to deliver our global objectives on girls' education, including tackling barriers to education and improving learning (i.e. violence in schools).
- Co-led a Human Rights Council resolution on girls' education with the UAE which was adopted by consensus and gained 97 co-sponsors. **The ground-breaking resolution** called on all States to ensure at least 12 years of quality education for all girls for the first time in a UN document. The resolution also called on States to address and eliminate barriers girls face in realising their equal right to education including, gender-based violence, child early and forced marriage.
- Hosted the Global Education Summit which raised \$4 billion for the Global Partnership for Education, a member of the Safe to Learn Coalition.





Moving Forward: Priorities in 2022

- In 2022 the UK will focus on delivery of the Girls Education Action Plan launched in 2021, including getting behind country-led initiatives to get more girls in school, kept safe and learning.



UNESCO

Over the course of 2021, UNESCO contributed towards Safe to Learn, including through:



Generating and Disseminating Evidence:

- In 2021, UNESCO commissioned a multi-country research study, drawing together results from the piloting of CwR across five countries between 2019 and 2020. The study: [Analysis of experience and outcomes of Connect with Respect violence prevention programme: a five country study](#) found that the intervention led to reduced peer-perpetrated bullying and harassment, improved student relationships and intentions towards peer support and help-seeking in situations involving GBV, with strongest outcomes in countries with higher levels of implementation.
- The Global Working Group to end School-Related Gender-Based Violence (SRGBV), co-chaired by UNESCO and UNGEI, established an Expert Working Group (EWG) with the purpose of discussing the issue of SRGBV and how to better bring attention to and measure the scope of the problem.
- UNESCO commissioned a desk review of the published and grey [literature on violence and bullying against children and young people with disabilities in schools and other learning settings](#).
- UNESCO commissioned a literature review that provided and analysed quantitative and qualitative data, published since 2016, to present the current status of and any new trends in school violence and bullying based on SOGIE, as well as responses from governments.
- UNESCO continues to co-chair the SRGBV Working Group, together with UNGEI on a quarterly basis, bringing together over 50 member organisations to share work and establish partnerships
- In May 2021, on the International Day Against Homophobia, Transphobia and Biphobia, UNESCO participated in a [worldwide LGBTIQ conference](#), hosted by the French government and other partners in Paris, France. UNESCO presented its work on inclusive education and took the opportunity of this event to underscore the necessity to invest more in research on SOGIE-based school violence.



- UNESCO was invited to present its work on LGBTIQ inclusive-education / SOGIE-based violence prevention in schools during the [Queer Youth Dialogue](#) in July 2021. UNESCO notably presented its flagship report on this topic [Out in the open: education sector responses to violence based on sexual orientation or gender identity/expression](#) as well as a recently UNESCO GEM report, [Don't look away: no place for exclusion of LGBTI students](#), which strongly advocates for scaling up evidence-based gender-sensitive inclusive education sector responses to SOGIE-based school violence.

Technical Expertise and Guidance:

- UNESCO and the World Anti-Bullying Forum (WABF) organisers hosted a series of four webinars on different aspects of the response to school bullying (*links available in the resource section*). Approximately 550 education policy-makers and practitioners as well as researchers and young people participated in the four webinars that involved speakers from Asia-Pacific, Europe, Latin America, North America and sub-Saharan Africa.
- Following request from the French Ministry of Education, Youth and Sports for a more inclusive definition of school bullying, UNESCO co-convened a working group with the World Anti-Bullying Forum (WABF) to redefine and propose a revised definition of school bullying. The [proposed revised definition](#) was presented during the WABF in Stockholm on 1 November 2021.
- As a core-partner of the WABF, UNESCO organised two thematic sessions on the whole-education approach to bullying prevention, and bullying involving learners with disabilities. UNESCO also participated in a pre-conference event on sexual harassment and bullying and in sessions on a proposed revised definition of bullying and cyberbullying.
- The [International day against violence and bullying at school including cyberbullying](#) was marked for the second year in a row on 4 November 2021.

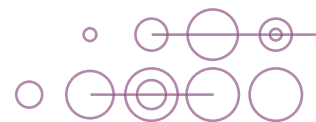
UNESCO participated in several events, among which:

- UNESCO supported the organisation of the [National meeting of the UNESCO's Associated Schools Project Network in Campeche](#), Mexico. This two-day event was the most important high-level meeting marking the 2021 edition of the International Day. UNESCO education sector presented its work on school violence prevention. It highlighted two resources recently published in Spanish: [Las recomendaciones del Comité Científico para la prevención y la lucha contra el acoso y el ciberacoso escolar](#) and [Más allá de los números: poner fin a la violencia y el acoso en el ámbito escolar](#).
- UNESCO also participated in a Special session on cyberbullying to celebrate the International Day against violence and bullying at school including cyberbullying in Turku, Finland, as part of the [25th workshop on aggression](#).

Programme Delivery & Partnership Building:

- 'Safer, healthier and more inclusive schools' is one of the three outcomes designated in the 'Our Lives, Our Rights, Our Future' programme being implemented by UNESCO in over 30 countries in sub-Saharan Africa. Efforts to improve gender equality and reduce violence are developed in conjunction with, or integrated into comprehensive sexuality education (CSE) activities (including policy, curriculum and teaching practice).
- Following successful adaptation and pilot of the Connect with Respect programme in the Eastern and Southern Africa regions, UNESCO has published a version of the Connect with Respect toolkit that has been adapted specifically to the region. This version reflects extensive consultation with and feedback from teachers. The resource is freely available and includes extensive guidance for teachers, as well as step-by-step activity instructions.

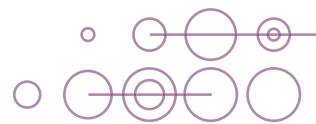




Moving Forward: Priorities in 2022

- UNESCO will continue to co-lead and collaborate with the SRGBV Working Group and experts in the Expert Group.
- A suite of work looking at best practice to establish safe and inclusive schools for young people who identify as LGBTQI+. This will include both a focus on providing appropriate and inclusive sexuality education and establishing safe, tolerant and respectful learning environments.
- Two regional training workshops on school violence prevention will be organised in Latin America and the Caribbean (LAC) and in Eastern and Southern Africa (ESA) for UNESCO staff working at regional and country levels.
- UNESCO will continue to coordinate and mobilise resources to mark the 2022 *International day against violence and bullying at school including cyberbullying* (on 3 November 2022).
- Following the 2021 WABF, UNESCO will continue its work with a *Working group on revisiting the definition of bullying and cyberbullying*. The group will work to further refine the definition, taking into account the comments and opinions expressed by various stakeholders at the WABF.





UNGEI

The UN Girls' Education Initiative, with its partners worked to advance gender equality in and through education.



- The multi-country Gender at the Centre Initiative (GCI), UNGEI convened governments, civil society, donors and technical partners to promote gender equality in education. On request from the MINEDH (Ministry of Education) in Mozambique, a training package on integrating school-related gender-based violence in sector planning has been developed, targeting ministry staff. UNGEI continues to be a thought leader, strengthening research and evidence on key emerging issues impacting girls' education and gender equality in education. UNGEI partnered with UNICEF and Plan International to produce a policy brief on Gender Transformative Education. The development of the guide was led by an intergenerational Technical Research Advisory Group and consultations with young feminist grassroots organisations. A **policy note** was disseminated summarising the learnings from a pilot of the Whole School Approach minimum standards to prevent School-Related Gender-Based Violence in Zimbabwe. UNGEI supported UNICEF to pilot the whole school minimum standards in Sierra Leone. The minimum standards were endorsed by the Minister of Education for integration in the country's education response to school violence.
- Transform Education, a young feminist coalition hosted by UNGEI, secured their first funded partnership. In collaboration with Plan International, they launched a campaign "**Education Shifts Power**" which targeted the G7, GPE replenishment and **COP 26**. A **Feminist youth-led statement of recommendations** were shared across networks, calling for gender transformative education to advance climate justice. During the 16 Days of Activism campaign to end gender-based violence, the Global Working Group to End SRGBV with Transform Education hosted **solidarity circles**, in Pakistan, Trinidad, Malawi and South Africa, creating a safe and healing space for young people to share experiences of gender based discrimination, violence in and around schools and ideas to create a safe learning environment.

Moving Forward:

Priorities in 2022

- UNGEI aims to launch new programming on Ending Gender Stereotypes in classrooms. A Young Feminist Fund will be established to support regular operating costs of young feminist networks around the world who work for gender equality in education. New research on social norms and girls' education will take place in GCI countries to explore the structural determinants of girls' education in conflict and non-conflict settings.





UNICEF

As the COVID-19 pandemic has highlighted the protective role that schools play in the lives of children, as a frontline to response and recovery when children are experiencing abuse and neglect in home environments and also as a protection mechanism from risks in the community, such as child marriage, child labour, and recruitment by armed actors, UNICEF contributed to Safe to Learn, through:



Prioritising the re-establishment and strengthening of child protection as part of the framework for reopening schools.

- In Angola, UNICEF continued to support the Child Friendly Schools and Safe Havens models for primary education as community platforms for the delivery of integrated services in selected municipalities, reaching around 73,600 learners in two provinces and the capital.
- In Mozambique, UNICEF efforts focused on strengthening MHPSS and mainstreaming GBV and VAC services within school environments, including strengthened referral protocols. This included building the capacity of more than 7,600 primary school teachers; 67 national, provincial and district education focal points; and 290 pedagogical directors.
- UNICEF in the Congo, Cote d'Ivoire, Mali, the Niger and Togo specifically advanced progress to support adolescent girls identified as being at high risk with programmes providing support services, including supporting their re-entry to schools. In Cote d'Ivoire, UNICEF supported social workers to reintegrate 316 girls who dropped out of school during the COVID-19 pandemic. In the Niger, around 1,133 schools were supported in establishing localised plans to address school related GBV, with a focus on at-risk girls. This included training of 4,410 parents and 1,260 teachers on the identification and referral of cases of violence and supporting girls to stay in school.

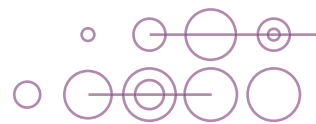
UNICEF also advocated with ministries of education for the adoption of national policies for the protection of children in educational settings and supports their roll-out to school level.

- In Malawi, advocacy with the Ministry of Education resulted in a commitment to institutionalise and coordinate child protection interventions in all school districts; 435,445 children (50 per cent girls, 50 per cent boys) completed a safe schools empowerment transformation and active citizenship training to protect them from violence and demand protection services in 10 districts.
- In Jordan, a 'Safe to Learn' national diagnostic study provided baseline data to measure national efforts to prevent and respond to violence in schools.

UNICEF also focused on scaling up evidence-based strategies to reduce violence in school. This included focusing on enhancing interventions that prevent peer-to-peer and teacher-student violence, with a focus on positive discipline, bullying and school-related gender-based violence.

- In Mexico, school-based violence prevention initiatives were rolled out to 61 schools through the 'Escuelas en Acción por la Igualdad' (Action for Equality in Schools) programme, reaching almost 7,200 children and over 700 teachers. In Peru, UNICEF advocated for the alignment of a Positive Discipline programme with the public-school curriculum, which is now being rolled out to 3,000 schools, reaching more than 1.3 million students nationwide. A two-year public budget commitment secured in 2021 will see further scale-up in 2020/2023.
- In Cambodia, UNICEF supported an expansion of training in school-based positive discipline with a specific focus on GBV to over 12,000 teachers and school directors in 1,431 schools, benefiting 429,300 boys and girls. UNICEF Cambodia also supported a multimedia campaign, 'Do it today, Don't Wait for Tomorrow' to promote children's safe return to school, reaching 8 million people nationwide.





Moving Forward: Priorities in 2022

Through country office networks and national partners, UNICEF will promote school-level action in the following areas:

- **Partnership:** strengthen partnerships at the school level to prevent, identify and respond to violence. For example, promote integration of social service workforce in schools to prevent and respond to violence and other child protection concerns.
- **Accountability:** ensure that school staff, and in particular school leaders, have specific responsibility to prevent, identify and respond to violence (with explicit focus on gender based violence) against children in and around the school and build accountability mechanisms to enforce this to build a no-tolerance culture.
- **Participation:** expand the opportunities and safe spaces that children, adolescents and young people (with a focus on girls) have to talk about violence prevention, report incidents and participate in the life of their school to build trust.





World Bank

Over the course of 2021, the World Bank has contributed to Safe to Learn's mission, including through:



Research:

- With support from the End Violence Partnership, the World Bank undertook in-depth research on the cost of violence in schools. This report draws on data from several countries and includes information on strategies and interventions which have been effectively used to promote safety and reduce violence in and around schools. The final in-depth report [Ending Violence in Schools: An Investment Case](#) and an [accompanying overview document](#) were released together with the Safe to Learn Strategy at the end of July as part of the Global Partnership for Education (GPE) summit. The report has been widely disseminated by the World Bank and other partners and is available on the website.⁷
- An in-depth review of research on issues related to safety in schools and effective approaches was undertaken to inform the development of several global public goods related to promoting school safety, including an overview approach note which provides global guidance on how to support and sustain safe school policies and practices. It does so by providing a 3-step process for addressing risks to school safety of students, teachers, and school staff. The process includes: (1) understanding the local context by diagnosing risks to school safety; (2) designing and implementing safe school strategies; and (3) monitoring and evaluating to adapt supports to changing needs. This note was peer reviewed.

Operational Support:

- The Global Baseline of School Infrastructure is being continuously updated to be used worldwide. In addition, technical guidelines are being developed to help countries make informed decisions on improving school infrastructure for climate change adaptation.
- There are continued efforts to integrate support related to promoting safety, reducing violence, and supporting mental health and psychosocial well-being of children and teachers into guidance and operations as it is an important aspect of the Education GP's approach to COVID-19 response and recovery.

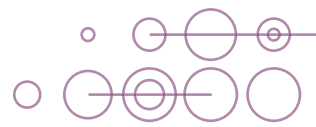
Moving Forward:

Priorities in 2022

- The peer-reviewed approach note which provides global guidance on how to support and sustain safe school policies and practices is being finalised and will be disseminated. This note provides a 3-step process for addressing school safety risks. Several other technical notes are being finalised as part of the Safe Schools package to focus in-depth on strategies and considerations related to promoting safe schools as articulated in the approach note. These include teaching and learning practices; management practices; physical learning environment; mental health and psychosocial well-being; and violence prevention. Additionally, the package includes a guide on Measuring School Safety. These global public goods draw on available research and country case studies to provide operational strategies, useful resources and aim to serve as a resource for World Bank operational teams in project design and implementation. All global public goods will be made available externally (including our consultation partners as first drafts for public consultation to receive inputs and comments on the guidance laid out). The team would then update the drafts based on the feedback received. The team will also undertake awareness-raising and capacity-building on safe schools and key related areas.

⁷ For dissemination of the investment case, a series of webinars were held after the launch of the study. This included a presentation to staff from the Porticus Foundation, a webinar at the Boston College Lynch School of Education and Human Development, two presentations for GPE staff, a webinar held with the Coalition for Good Schools, a presentation to members of the End Violence Investors Forum, and a presentation for the ASPI Foundation Congress on the prevention of child abuse (planned May 2022). Also as part of dissemination efforts, two blog posts were published, one at the time of the release of the study, and the other in April 2022 for the International Day to End Corporal Punishment. The team has been preparing a set of technical papers for publication in academic journals, possibly as a special journal issue.





- An in-depth portfolio review will be produced, which has a comprehensive understanding of projects across the World Bank, with a focus on those led by the Education GP, which include a focus on safe schools as well as trends in approaches and investments by region/country. The review will capture lessons and information which can be useful in guiding investments and analytical work moving forward.
- The World Bank has been working on a three-module e-course. This course provides basic information on safe schools, the importance of school safety, and strategies to promote safety and reduce violence. It is being further reviewed and expanded based on the Investment Case study, and to reflect the latest guidance issued by the World Bank.





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World Health Organisation (WHO)

At the height of the pandemic, mandatory school closures due to COVID 19 affected 1.6 billion children and young people globally.



For millions of school-aged children and young people, this meant losing access to not only learning, but often also food, protection, water and sanitation, and mental health and psychosocial support provided through schools.

Although previous health emergencies such as Tuberculosis, Malaria, ZIKA, SARS and HIV/AIDS impacted education, these emergencies have also shown that the sector can be an ally in the response.

WHO advocated for countries to ensure children and young people's learning and wellbeing remained a priority, and functioning in coordination with health, education enabled the provision of water, food, vaccinations, critical health and hygiene information, psychosocial support and other vital resources.

Moving Forward:

Priorities in 2022

- Like in 2021, throughout 2022 WHO will continue to implement the [Global Standards for Health Promoting Schools](#) as well as the Global school-based student health survey (GSHS), which helps countries to measure the risk factors and protective factors in 10 key areas among young people aged 13 to 17 years, including violence related issues.





Acknowledgements

The Safe to Learn Secretariat would like to acknowledge the outstanding collaboration between the 14 partners that make up the Safe to Learn Coalition, working towards the same mission and objectives. The Secretariat would also like to acknowledge all our allies, sister organisations and colleagues, including but not limited to: Raising Voices, the Coalition for Good Schools, Together for Girls, the Geneva Global Hub for Education in Emergencies, the Malala Fund, Safe to Learn grantees and others.

Together, we build a movement for change to reach every child in every school around the world, working at all levels so students can learn safely, no matter how, or where they may be learning.

This document was developed by Kristen Hansen, the Safe to Learn Portfolio and Partnership Specialist, under the guidance of Dr. Chloë Fèvre, Director of the Safe to Learn Global Initiative. The report was designed by Rebeca Esteves and Josee Nakhle, under the coordination of Kristen Hansen. A special thanks to all who have reviewed the document and have provided feedback.

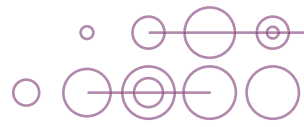




Annex I: List of Safe to Learn Partner Organisations

1. Education Cannot Wait
2. End Violence Partnership
3. Global Affairs Canada
4. Office of the Special Representative of the Secretary General on Violence Against Children (ORSG-VAC)
5. The Civil Society Forum to End Violence Against Children
6. The Global Business Coalition for Education
7. The Global Coalition to Protect Education from Attack
8. The Global Partnership for Education
9. The UK Government's Department for International Development (DFID)
10. The World Bank
11. The World Health Organization
12. UNESCO
13. UNGEI
14. UNICEF





Annex II: Safe to Learn Call to Action Endorsee Countries



Cambodia



El Salvador



Georgia



Ghana



Honduras



Jamaica



Jordan



Lebanon



Mexico



Moldova



Nepal



Sierra Leone



South Africa



South Sudan



Uganda







Safe to Learn



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