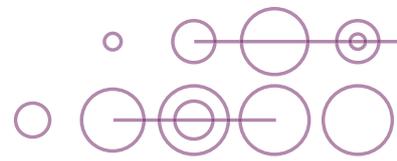




Strategic Roadmap: Safe To Learn Initiative

January 2020





FOREWORD

Every child has the right to be safe and secure in school so that they can learn, grow, and develop the skills and confidence they need to lead healthy and fulfilling lives. Yet for too many girls and boys around the world, school is not a place of hope, but a place of violence and fear. The impact of school violence is significant: it limits children's school participation and learning outcomes, impacts their health, and affects their emotional wellbeing and relationships.

The global community has recognized the importance of ending violence in schools through the Sustainable Development Goals. Yet challenges remain to translating high level commitment into outcomes for children. The Safe to Learn initiative brings together 14 organizations who are committed to working together to help bring about that change. The vision of the Safe to Learn initiative is to end violence in and through schools so children are free to learn, thrive, and pursue their dreams.

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

The Safe to Learn initiative seeks to be greater than the sum of its parts. Through this Roadmap, partners of the Safe to Learn initiative have identified where strategic and coordinated action can shift the needle on ending violence in and through schools:

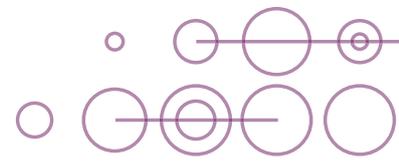
- 1) building political will through joint communications and advocacy activities, using a consistent narrative about ending violence in and through schools; and
- 2) supporting and collaborating on country-level action to end violence in and through schools.

The Safe to Learn Strategic Roadmap is intended to be a practical tool to guide Safe to Learn partners' action, to shape joint contributions, and to serve as a reference point to check the progress of the initiative.

Achieving the Safe to Learn vision will only be possible if leaders across sectors - current partners to the Safe to Learn initiative as well as all others with a stake in children's future - commit to lead, advocate, fund, collaborate, and share expertise to end violence in and through schools. It requires the best of what organizations can do individually, and dedication to collective action as partners.

Children everywhere have the right to be free from violence in schools. Partners to the Safe to Learn initiative call on everyone to make schools a place where children grow, develop and thrive.





Introduction to the Safe to Learn Strategic Roadmap

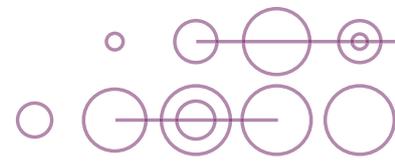
Violence against children¹ in schools affects nearly 250 million children each year – violating their human rights, limiting their educational success and sustainable futures, and damaging their health². In response, leaders in the education, child protection, violence prevention, and health sectors came together in 2018 to form the Safe to Learn initiative³. Safe to Learn is a partnership endeavor, working toward a shared **vision to end violence in and through schools so children are free to learn, thrive, and pursue their dreams.**

Ending violence in and through schools refers to two aspects of ending violence. First, ending all violence that happens while at school, on and around school grounds, while getting to and from school, and in online activity linked to a student’s school life. Second, using school as an entry point to reduce violence in other areas of children’s lives. Schools can be important spaces where students develop the positive behaviors and relationship skills that can contribute to reducing violence in the home, community, and online, as well as other interpersonal violence.

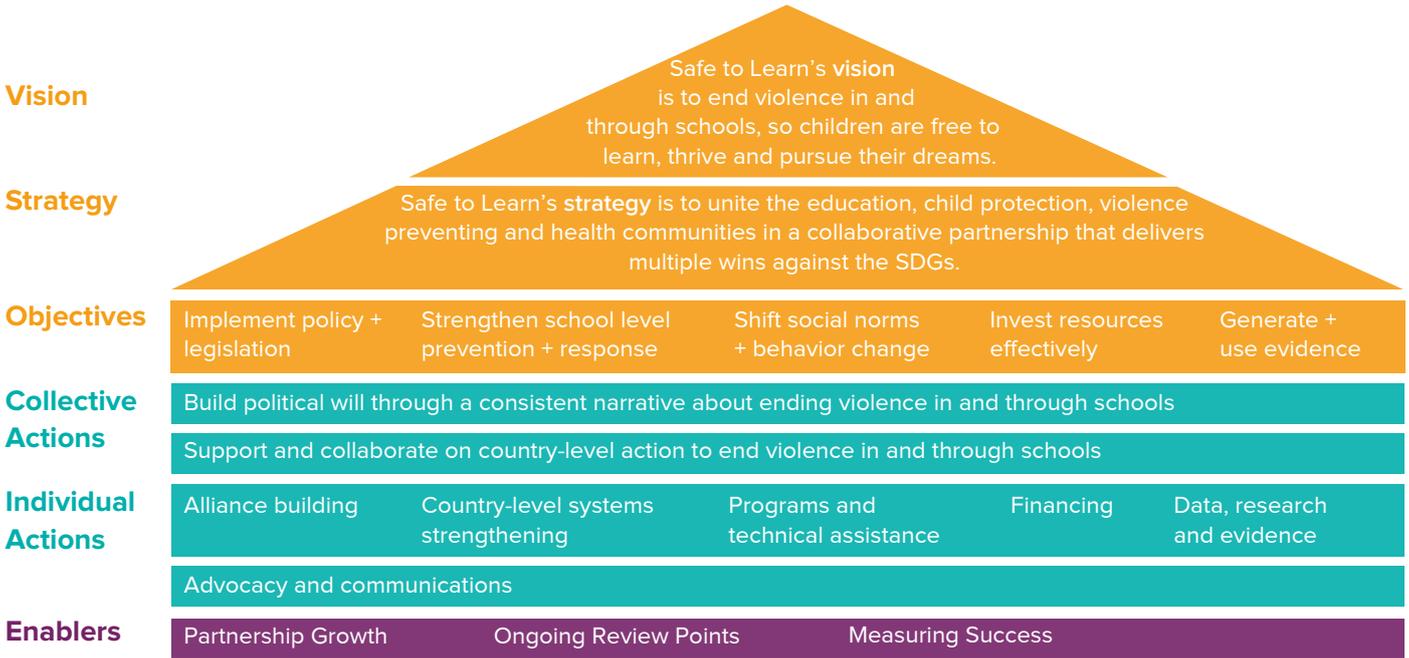
This strategic roadmap is guided by partners’ commitment to the Safe to Learn vision, and to advocate for, and support countries to implement, the Safe to Learn Call to Action⁴. It aims to capture the 14 partner organizations’ specific contributions and areas of collective action over the coming years. The roadmap is intended to be a practical tool to guide Safe to Learn partners’ action, to shape joint contributions, and to serve as a reference point to check the progress of the initiative. **The Strategic Roadmap sets out in concrete terms the value of the Safe to Learn initiative: it details what each organization will do more of, do better, or do differently as part of the initiative.** And it sets out when and how the current partner organizations will bring their collective strengths to build political will and coordinate in country.

¹Safe to Learn uses the international legal definition for children found in the Convention on the Rights of the Child, which defines a child as a human being under the age of 18 years old, unless the age of majority is attained earlier under national legislation. ²Kangas, A., Fancy, K. and Müller, C. with K. Bishop. DFID guidance note on safer schools: Addressing school violence through education programming, London: VAWG Helpdesk; 2019. ³To date, 14 partner entities have come into the Safe to Learn initiative, many of which are partnerships or coalitions of multiple organizations. While current Safe to Learn partners represent a range of sectors, there is a continued need to grow the collective to build critical mass and ensure a breadth of perspectives are represented. Current partners include: Civil Society Forum to End Violence against Children, Department for International Development, Education Cannot Wait, Global Affairs Canada, the Global Coalition to Protect Education from Attack, the Global Business Coalition for Education, the Global Partnership to End Violence Against Children Secretariat, the Global Partnership for Education, Special Representative to the Secretary General on Violence Against Children, UNESCO, UNGEI, UNICEF, the World Bank, and the World Health Organization. ⁴The complete Call to Action can be found on the End Violence Against Children website: <https://www.end-violence.org/safetolearn/call>.





Overview: Strategic Roadmap for the Safe to Learn Initiative:



Violence against children in schools is a global challenge⁵

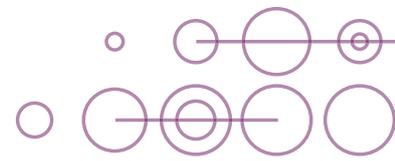
Every child has the right to be safe and secure in school so that they can learn, grow, and develop the skills and confidence they need to lead healthy and prosperous lives. For too many girls and boys around the world, school is not a place of hope, but is a place of violence and fear. Moreover, when schools are safe, they offer a haven to children who otherwise could be more vulnerable to violence in all its forms.

Violence in and around schools affects children of all genders, races, ethnicities, nationalities, abilities, and ages. However, children from marginalized groups⁶ can experience higher prevalence of violence in schools, and are at greater risk of certain forms of violence. Much of the violence children experience is gendered or the result of unequal power dynamics, and all violence in schools should be analyzed through a gender and power lens. From a gender perspective, girls and boys can experience different forms of violence, and the socialization of children along traditional gender norms can contribute to that experience. Children who do not conform to gender norms or stereotypes may be particularly vulnerable to violence and bullying. In terms of race, ethnicity, nationality, and ability, children from marginalized communities and those with disabilities are likely to experience higher levels of violence than other children.

Further, in situations of conflict, insecurity, and crisis, children face increased risks of violence in and around schools. Girls are more likely to be out of school than boys in conflict zones, placing them at greater risk of

⁵Several research papers and global reports document the scope and impact of school-related violence. This section draws from Behind the numbers: Ending school violence and bullying. Paris: UNESCO; 2019; and Global Guidance: School-related gender-based violence. Paris: UNESCO and UN Women; 2016; Jere, C., Hinton, R., and Lewis, C. DFID Rednote on School Violence. Internal Document; 2018; Kangas, A., Fancy, K. and Müller, C. with K. Bishop. DFID guidance note on safer schools: Addressing school violence through education programming, London: VAWG Helpdesk; 2019; INSPIRE Handbook: action for implementing the seven strategies for ending violence against children. Geneva: World Health Organization; 2018; and School-based violence prevention: a practical handbook. Geneva: World Health Organization; 2019. ⁶Marginalized groups who may experience disproportionate violence in schools include, but are not limited to: girls, gender non-conforming children including LGBTI children, children with disabilities, children living in conflict-affected areas, refugee children, migrant children, indigenous children, children from marginalized castes, children from ethnic minority communities, orphans, children living in extreme poverty, and children from HIV-affected or other stigmatized communities.





exploitation, violence, trafficking, early marriage, and child labour. Refugee children are at a higher risk of violence, including if they are not welcomed by host communities. Intersecting vulnerabilities exacerbate the risk of violence in schools. Schools, and their students and staff, are frequently targeted or indiscriminately attacked by parties to the conflict, or are used for military purposes, turning them into targets of attack by opposing forces.

The impact of school violence can be significant: it limits children's education outcomes, negatively impacts their health, and affects their emotional wellbeing and relationships. Negative education outcomes include lower attendance, increased risk of drop-out, and poor learning outcomes. Health consequences include problems with cognitive development, injury, death, disease and behaviors that increase the risk of disease, pregnancy and reproductive health problems, as well as mental health issues like depression, anxiety, or suicide. Experiencing or witnessing violence, especially at home, can perpetuate a cycle of violence, creating a generational impact that is difficult to disrupt. Violence can also drive up health and social service costs and limit the long-term potential and productivity of victims/survivors who join the workforce with gaps in education and health-related issues.

Ending violence in and through schools calls for a partnership approach

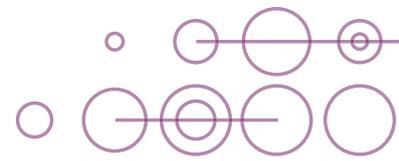
In 2015, world leaders committed to 17 global goals for sustainable development, the Sustainable Development Goals (SDGs). The SDGs, among other international actions, put inclusive and equitable learning and ending all forms of violence against children, women, and girls on the global stage. Of particular relevance to Safe to Learn are: SDG 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, including target 4.a to provide safe, non-violent, inclusive, and effective learning environments for all; SDG 5 on gender equality and ending violence against women and girls; and SDG 16 on building peaceful, just, and inclusive societies, including its specific target 16.2 to end all forms of violence against children. The preamble of Agenda 2030 encourages the examination of the interlinkages between SDGs, by suggesting that the "integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realized."⁷

The SDGs provide an important foundation for increasing global, national, and local attention and action to end violence against children in schools. National governments are increasingly committing to tackle school violence. For example, some countries have publicly committed to addressing violence against children in schools, enforcing legislation to protect victims, and promoting programs to change social norms and attitudes towards violence. However, a number of challenges make it difficult to translate high-level commitment into impact for children⁸. The issue of ending violence against children in schools is complex, and specifically focusing on school-related violence amidst other global priorities can be difficult. Children are often not adequately empowered to address issues of violence. Data on prevalence and the evidence base on solutions are growing, but are not always easily accessible or utilized. **Perhaps most importantly, preventing and addressing school-related violence requires response from many sectors, including health, child protection, education, social welfare, and justice.** And although progress is being made, developing effective multi-sectoral responses has been difficult.

These challenges suggest that new ways of working - specifically, working through multi-sectoral partnership - are required to ensure that ending violence in schools is on the agenda, and to turn that attention into action to end school-related violence.

⁷Transforming our world: the 2030 Agenda for Sustainable Development. New York: United Nations; 2015; page 2. ⁸This section draws from partner insights and the analysis found in Yawar, Y.R. and Schiffman, J. Generating Global Priority for Addressing Violence Against Children. Working Document; 2019.





The Safe to Learn initiative seeks to end all violence against children in and through schools

Rigorous research and insights from leaders working to end violence against children demonstrate that a multi-sectoral partnership approach - where partners share a vision, can align on strategic actions, and can create connections across the SDGs and the range of global priorities - is essential to end school-related violence⁹. Current Safe to Learn partners are a diverse group of stakeholders, collectively positioned to influence multiple sectors (including health, education, justice, and social services) to work together at the national level to end violence in schools. **The vision of the Safe to Learn initiative is to end violence in and through schools so children are free to learn, thrive and pursue their dreams.**

Informed by the INSPIRE strategies to end violence against children,¹⁰ Safe to Learn partners developed a **Call to Action** which sets out in high-level terms what needs to happen to end violence in and through schools.¹¹ The **objectives** of the Safe to Learn partnership align to the five priority changes called for in the Call to Action; Safe to Learn partners advocate for and support national and sub-national governments to:



Implement policy and legislation



Invest resources effectively



Strengthen prevention and response at the school level



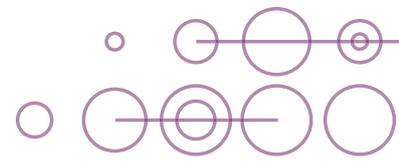
Generate and use data and evidence



Shift social norms and behavior change

⁹Yawar, Y.R. and Schiffman, J. Generating Global Priority for Addressing Violence Against Children. Working Document; 2019. ¹⁰In 2016, 10 global agencies collaborated to produce INSPIRE: Seven strategies for ending violence against children, a global technical package for preventing and responding to violence against children. The seven strategies are: 1) implementation and enforcement of laws; 2) norms and values; 3) safe environments; 4) parent and caregiver support; 5) income and economic strengthening; 6) response and support services; 7) education and life skills. See INSPIRE Handbook: action for implementing the seven strategies for ending violence against children. Geneva: World Health Organization; 2018. ¹¹The complete Call to Action can be found on the End Violence Against Children website: <https://www.end-violence.org/safetolearn/call>.





Safe to Learn Partners' **Actions to Prevent and Respond to School Violence**

The strength of the Safe to Learn initiative comes from individual and collective actions aligning behind a common vision and set of objectives. The 14 current partners are important leaders in their respective fields; they represent a breadth of sectors, bring a range of technical expertise, have extensive presence in country, and maintain global level networks and influence. Collectively, they control budgets of billions of dollars and have significant policy, programmatic, and advocacy work streams that contribute to the safety, wellbeing, and education of children. These partners can bring about significant change through the integration of violence prevention and response within their entities, strategies and across their work.

Individual Actions by Safe to Learn Partner Organizations

As a part of the Safe to Learn initiative, and specifically through this Strategic Roadmap, **partner organizations have committed to delivering more, better, and new actions to end violence against children in and through schools.** Taken together, partners' actions both directly and indirectly contribute to achieving the priorities set forward in the Call to Action. Directly, many partners will act in ways that strengthen systems in country (Call to Action areas 1, 2 and 3), increase or improve funding for tackling school violence (Call to Action area 4), and strengthen the evidence base and its utilization (Call to Action area 5). Partners' broader advocacy efforts, technical assistance, and in-country coordination can also support ending violence in and through schools. Partners work to achieve the Safe to Learn vision and objectives through contributions in several areas, including advocacy and communications, programming and technical expertise, research and evidence building, funding, and alliance building.

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

CSO Forum members will:

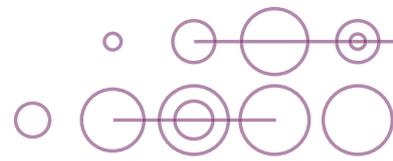
1. **The Global Coalition to End All Corporal Punishment of Children** will advocate for, monitor, and report on the full legal prohibition of all forms of corporal punishment.
2. **ChildFund Alliance** will, inter alia, share technical expertise from work with teachers, communities, children, families, 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).

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.

The UK Government's Department for International Development (DFID) will:

1. Deliver technical guidance and funding through bilateral education programming including Girls' Education Challenge, and through the Global Partnership to End Violence Against Children and Safe to Learn funding window (£4.25 million).
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 will:

1. Provide support financially and collaboratively as part of the Charlevoix Declaration¹² (\$400M) to support education for women, girls, and adolescent girls in conflict affected and fragile settings, including:
 - \$5M to UNICEF, which includes funding to the Safe to Learn Secretariat to enhance the integration of gender, diversity and inclusion.
 - \$1M to Interagency Network for Education in Emergencies, and \$2M to Together for Girls, \$2M to Equal Measures to contribute to building data and evidence.
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.
3. Engage bilateral programs and missions to implement the Safe to Learn Donor Statement to end violence in schools.

The World Bank will:

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

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.**

Education Cannot Wait (ECW) will:

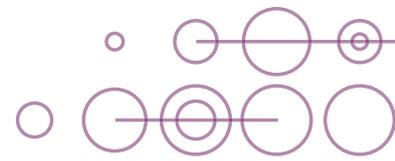
1. Facilitate and invest in country and regional initiatives that include a component to create safe schools for all children in areas affected by crises, or conflict regardless of their legal status, gender, or disability, through ECW's First Emergency Response and Multi-Year Resilience Program funding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

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

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

¹²The Charlevoix Declaration On Quality Education For Girls, Adolescent Girls And Women In Developing Countries. Available at: <https://www.mofa.go.jp/files/000373840.pdf>. Accessed December 9, 2019.





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

1. Liaise with the business community to explore engagement with Safe to Learn, including by exploring ways to indicate REACT resource 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) will:

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

The Global Partnership to End Violence Against Children Secretariat will:

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

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

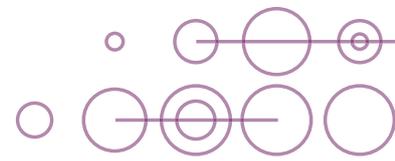
1. Generate knowledge products and share existing material, with a focus on prevention of school-related gender-based violence.
2. Advocate through social media and share comms assets, highlighting scope, nature, and solutions to address school-related gender-based violence.
3. Share technical expertise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

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.

UNESCO will:

1. Generate and disseminate evidence on the scale, nature, and impact of school violence and effective responses and promote its use.
2. Share best practices with and provide technical support to country ministries and global actors so that responses to school violence are gender-sensitive and inclusive.
3. Implement program activities in over 20 countries (ongoing), with a focus on addressing school-related gender-based violence.





4. Strengthen the role of teachers to prevent and address school violence, by developing best practice guidance and sharing it with teachers unions, the Teachers Task Force (TTF), teacher training institutions and other partners.
5. Advocate for scaling up of evidence-based gender sensitive and inclusive education sector responses to school violence.

UNICEF will:

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

The World Health Organization (WHO) will:

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

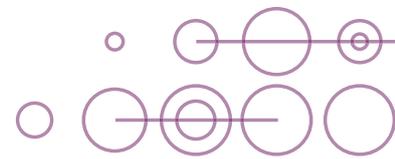
Safe to Learn is supported by the current **Secretary General's Special Representative on Violence Against Children (SRSG-VAC)**, Najat Maalla M'jid. The SRSG-VAC will continue to address all forms of violence against children everywhere within the Sustainable Development Agenda and all its Goals when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

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

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



Joint Actions by Safe to Learn Partners



Safe to Learn partners have identified two areas where their individual strengths, when combined and coordinated, can create an enabling environment for ending violence in and through schools and generate support to countries across the five areas of the Call to Action. First, **building political will through joint activity and a consistent narrative making the case for ending violence in and through schools**. Second, **supporting and collaborating on country-level action to end violence in and through schools**.

Taken together, these two areas of collective action leverage important strengths of a diverse partnership. Joint advocacy and consistent messages deployed across a range of global and national platforms and bilateral relationships can build legitimacy, influence and encourage senior-level political buy-in. Collaborating on in-country action can bring coherence to partner-led activities, and support coordinated cross-sectoral responses. Safe to Learn partners believe both actions will be critical for supporting governments to implement policies and legislation, strengthen school-level prevention and response, shift social and gender norms, invest resources effectively, and generate and use data and evidence.

Build political will through a consistent narrative and engagement

Safe to Learn partners will use three levers to build political will and convey a strong rationale around the value of ending school-related violence: targeted advocacy, communications, and leveraging influencers. Through these three levers, Safe to Learn partners aim to build support at all levels for ending violence against children in and through schools; get school-related violence prevention on global and national agendas, especially with relevant country ministries and ministers; and generate new political commitments, including new policies and legislation to prevent and keep schools free of violence.

Partners to the Safe to Learn initiative aim to use consistent messages for shared advocacy, communications, and influencing around a series of **key events and moments at the global and country levels**. Partners plan to prioritize engagement at two high-profile global events over the next 18 months: the End Violence Summit (November 2020, tbc) and the Education World Forum (January 2021). At these events, Safe to Learn partners aim to align individual organizational messaging, and share and jointly develop communications tools.¹³ Partners also aim to explore high-level participation by organizational leaders, and seek to secure a platform for the Safe to Learn initiative (e.g. side event, panelist, function).¹⁴ A key moment for the Safe to Learn initiative will be the launch of the investment case, the first phase of which is being led by the World Bank, with a focus on calculating the economic costs and returns on investment of ending violence against children in schools.

In addition to the two events and the key moment identified as collective priorities, Safe to Learn partners aim to drive attention to ending violence in and through school at both the global and national levels. A rolling calendar of key moments, will be developed to identify and align partners around opportunities. At these moments, individual Safe to Learn partners will seek to: leverage senior leaders to raise the visibility of Safe to Learn; deliver key Safe to Learn messages to strengthen the narrative around ending violence against children in and through schools, and/or use social media and communication tools to amplify messaging, as appropriate to each partner entity. Further, individual Safe to Learn partners aim to advocate to influence national programs to drive on the ground action toward ending violence in and through schools.

Partners in the Safe to Learn initiative agree to draw on a consistent **set of messages** to grow political will for ending violence in and through school.¹⁵ While message hierarchies most appropriate for specific audiences and exact language will be developed in 2020 by individual partner organizations, the broad thematic areas of those shared messages include:

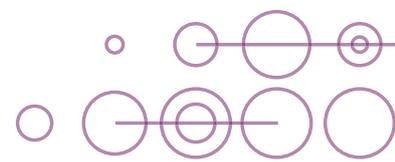


¹³Communications tools may include social media, print pieces, briefing documents, lobbying, etc.

¹⁴Partners will need to work with the organizers of the Education World Forum to explore space for Safe to Learn at this event.

¹⁵A more extensive list of potential messages can be found in Appendix 6.





The Imperative to Act:

- Violence in schools is a universal problem that undermines human development. Achieving the SDGs and building the world's human, social, and economic capital requires preventing and responding to violence against children in and through schools.
- Children and young people expect and want to be safe to learn. Every child has the right to protection from violence, and a right to education in a safe, secure learning environment. States have an obligation to fulfill this under the UN Convention on the Rights of the Child and other international and regional human rights instruments.
- School-related violence is rooted in gender norms and unequal power relations. Only when we recognize the gender dimension of violence can we address the underlying causes.
- While girls and boys can be both victims and perpetrators of violence, the extent and form differs. It is important to have gender-sensitive policies, planning, and learning environments; mainstream gender issues in teacher training and curricula; and eliminate gender-based discrimination and violence in schools.
- Evidence shows what works to end violence in schools:
 - Implement and enforce laws and policies to keep schools free of violence;
 - Shift harmful norms and gender inequitable values to reject violence in schools, including among teachers;
 - Create safe and gender sensitive learning environments;
 - Support teachers with positive discipline and teaching tools;
 - Help children recognize all forms of violence and develop trustworthy systems of reporting and response; and
 - Respond when children disclose violence in a child-friendly, safe, and confidential manner.

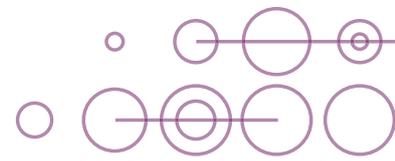
The Role of Safe to Learn:

- A strong coalition of actors working on violence prevention, child protection, and education have come together to form the Safe to Learn initiative, with a shared objective of ending violence against children in and through schools.
- Partners of the Safe to Learn initiative call on Governments to endorse the Call to Action, sending a strong signal to the world that everyone must stand against violence in schools, and to focus on prevention and response through its implementation.

Finally, in early 2020, Safe to Learn partners aim to develop a short list of high priority actors, champions, and country-level representatives to target as potential supporters to enhance the reach of Safe to Learn. These individuals will act as influencers who can carry the messages of Safe to Learn and raise visibility and credibility of the initiative and the issue of school-related violence.

The Global Partnership to End Violence Against Children Secretariat will lead the coordination of Safe to Learn partners, the development of the key moments calendar, and prioritizing potential influencers, with specific coordination and accountability mechanisms to be developed in 2020. Endorsements of the Call to Action will be sought through the coordinated advocacy efforts, but will also require a bespoke strategy that will be led by the End Violence Secretariat in 2020.





Support and collaborate on country level action

Ending violence in and through schools is a global issue, and the needs of each country will depend greatly on national context. Where Safe to Learn partners (as well as other donors, NGOs, and agencies) are already working on education and child protection, relevant partners will further coordinate and collaborate to support these countries to implement the five areas of the Call to Action. In doing so, Safe to Learn partners aim to generate national-level attention and action toward ending school-related violence. First, partners aim to raise visibility and demonstrate to relevant country ministries, donor partners, and school-related partnerships that effective solutions to address school-related violence exist, and that there are multiple benefits to ending violence in and through schools. Second, partners aim to support governments to develop and enforce laws and implement policies that protect children from, and respond to all forms of, violence in and around schools. Partners also aim to support parents, teachers, children, local government, and community and faith leaders to adopt strategies to combat violence in schools and promote positive social and gender norms so that schools are safe spaces for learning.¹⁶

Working collectively, relevant Safe to Learn partners will support countries, including those that have endorsed the Call to Action. They may draw on the Safe to Learn Global Programmatic framework and the benchmarking tool¹⁷, in addition to other internal frameworks, to support Call to Action implementation, where appropriate.

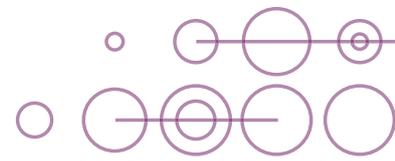
Each individual partner has different operational models and comparative strengths, and implementing partners may also have existing funding and programming plans in place. Further, each country will have varied contexts and coordination modalities. Understanding these differences, Safe to Learn partners commit to the following principles when working together in country:

- **Coordination:** Utilize existing mechanisms, including education sector working groups and clusters, to increase effective coordination. This should include country-level advocacy efforts.
- **Collaboration:** Actively pursue cross-sector collaboration where possible (e.g. health, protection), taking steps to maximize the alignment and complementarity of action. Bring unrepresented country-level voices into the Safe to Learn partnership.
- **Cohesion:** Identify implementation gaps and coordinate responses on this basis.
- **Ownership:** Promote country-level ownership for implementing the Call to Action.
- **Alignment to Best Practices:** Promote and support the use of good practice approaches, tools, and guidance to strengthen country action. Support mutual accountability or monitoring frameworks to ensure that partners, and national actors, are aligned around Safe to Learn programming principles and priorities.
- **Sharing:** Ensure all relevant implementing partners (donors, CSOs, agencies, etc.) maximize impact by sharing: a) new evidence-based knowledge and technical expertise, and supporting the use of the most up-to-date evidence, and b) information on advocacy, programming plans and good practices from implementation related to ending violence in schools.

It is critical to develop a more explicit understanding of how these principles translate into concrete actions on the ground, including which organizations will be responsible for on-the-ground coordination and delivering different aspects of country-level engagement. Safe to Learn partners will, in early 2020, explore the feasibility of piloting a more comprehensive approach in select countries, which may include mapping country level actors, assessing the political economy, and conducting a technical diagnostic.

¹⁶Several excellent technical resources exist that share evidence and guidance on preventing and responding to violence against children in schools. Among others, those resources include: *Behind the numbers: Ending school violence and bullying*. Paris: UNESCO; 2019; *INSPIRE Handbook: action for implementing the seven strategies for ending violence against children*. Geneva: World Health Organization; 2018; Kangas, A., Fancy, K. and Müller, C. with K. Bishop. *DFID guidance note on safer schools: Addressing school violence through education programming*. London: VAWG Helpdesk; 2019; Petit, V., Zalk, T.N. *Everybody Wants to Belong: A Practical Guide To Tackling And Leveraging Social Norms In Behavior Change Programming*. Amman, Jordan: UNICEF; 2019; *Safe to Learn: Comprehensive Benchmarking tool*. UNICEF, DFID; 2018; *Safe to Learn: Global Programmatic Framework: From Call to Action to Program Responses*. New York: UNICEF; 2019; *School-based violence prevention: a practical handbook*. Geneva: World Health Organization; 2019. ¹⁷*Safe to Learn: Comprehensive Benchmarking tool*. UNICEF, DFID; 2018; *Safe to Learn: Global Programmatic Framework: From Call to Action to Program Responses*. New York: UNICEF; 2019.





Areas of Ongoing Effort

Safe to Learn partners will continue to work in three additional areas to drive forward progress:

1. **Data, research, and evidence:** filling gaps and encouraging the use of existing evidence.
2. **Financing:** where possible, utilizing existing and generating new resources for ending violence in and through schools.
3. **Partnership growth:** Broadening the perspectives and reach represented in the Safe to Learn partnership.

Data, research, and evidence¹⁸

The global evidence base on ending violence against children in and through schools is growing; it sheds light on the prevalence and experience of violence globally and among certain at-risk populations. Several datasets track progress and offer internationally comparable data¹⁹. A growing body of research demonstrates the effectiveness of community-based interventions, whole school approaches to ending school-related violence (including gender-based violence), teacher training, anti-bullying curriculum, and legislation and policies addressing corporal punishment or violence in schools.

A primary need is for the range of actors to utilize the existing knowledge base to drive effective policies and action to address violence in and through schools. Many Safe to Learn partners contribute technical assistance and guidance to encourage evidence-based action. Several partners contribute to compiling, organizing, and sharing available evidence.

Many Safe to Learn partners contribute to building the evidence base, including through the collection of data on the most marginalized children. They will continue to fill known research gaps and document lessons and good practice from low- and middle-income countries. Strengthening the evidence base is a critical step to advance effectiveness of efforts to end violence in and through schools. Partners have identified several specific areas of continued work:

- Strengthening evidence on the causes, nature, scope, and experience of different forms of violence in schools;
- Effective strategies to improve response and accountability for violence in schools;
- Evidence-based legislative solutions and social norm change to mitigate violence;
- How to scale and replicate effective models.

Financing

While there are significant global- and national-level investments in education and child protection, and many Safe to Learn partners play key roles to generate new resources for ending violence in and through schools, there remains a shortfall of integrated and targeted funding dedicated specifically to preventing and responding to school-related violence. Safe to Learn partners seek to:

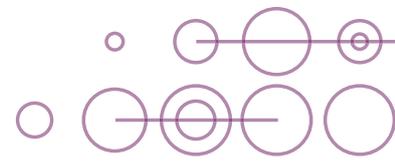
- Mobilize increased resources from donors, foundations, the private sector, and national governments.
- Grow resources with complementarity and strengthen longer-term funding dedicated to systems building, setting the conditions for progress towards ending school-related violence.
- Encourage explicit violence prevention and response allocations within national education budgets and bilateral and multilateral spend.



¹⁸This document draws its understanding of the research and learning landscape from the expertise of partners and the analyses done by partner organizations.

¹⁹Surveys include the Demographic and Health Survey (DHS), Estudio Regional Comparativo y Explicativo (ERCE), Global School-based Student Health Survey (GSHS), Health Behavior in School-aged Children (HBSC), Progress in International Reading Literacy Study (PIRLS), Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Violence Against Children Surveys (VACS).





- Improve global and country-level funding coordination to support implementation of the Call to Action.
- Generate funding to identify gaps and to support solutions that are otherwise unfunded, where appropriate drawing on the Safe to Learn window of the End Violence Fund.

Partnership Growth

Ending violence in and through schools relies on action at all levels; from children, teachers, parents, community members, education leadership, governments, CSOs, donors, UN agencies, the private sector, and more.

The current Safe to Learn initiative is made up of 14 partner entities. While current partners represent a breadth of sectors and perspectives, partners see strong value in exploring the possibility of engaging new partners, allies, and champions to extend impact on the ground and ensure all critical voices are included. Many current partners are coalitions themselves (e.g., Global Partnership to End Violence, UNGEI as co-host of School-Related Gender-Based Violence Working Group, GBC-Education, GCPEA), and there is an opportunity to explore how Safe to Learn can leverage the larger memberships of these groups. Broader donor engagement could deliver stronger impact for the initiative.

Partners are exploring how to bring in perspectives from national-level actors, children and young people, teachers, faith and community leaders, and marginalized groups. They are also exploring how to engage academia, the private sector, and more education- and gender-specific CSOs. Working with a large and diverse group can take many forms, and in order to remain efficient and effective the Safe to Learn partners will need to explore innovative ways to engage these voices.

Operationalizing the Safe to Learn Strategic Roadmap

Safe to Learn partners are continuing to explore operational details on how collective decisions are made, ongoing review points, and measuring success.

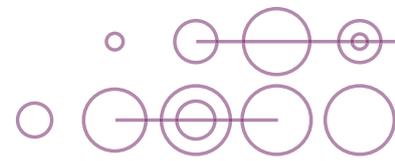
Making collective decisions and ongoing review points²⁰

In early 2020 partners will agree on a set cadence of coordination calls, technical work sessions, and senior leadership meetings to drive collective progress, and ensure that the undertakings set out in the Strategic Roadmap are being met. Safe to Learn partners may explore characteristics of other successful partnerships to understand the working methods and connection mechanisms that can be most effective.

This Strategic Roadmap will continue to evolve and develop as a tool to guide the Safe to Learn initiative. The first year will be a time for refinement and embedding the roadmap, as partners' commitments are operationalized and the collaboration strategy is translated into practice. Significant strategic discussions will take place on expanding the partnership, financing, targeted policy calls, in-country support for Call to Action countries, and strengthening the initiative's value proposition, all of which will add to the current formation of the Roadmap and the initiative's impact.

²⁰Further detail on the yearly priorities and possible coordinating mechanisms can be found in Appendix 5.





Measuring Global Progress and the Activities of the Partnership

A critical step for Safe to Learn partners in 2020 will be to explore SMART targets to demonstrate progress against the five areas of the Call to Action and against the two areas of Safe to Learn partners' collective efforts. Individual partners will also determine how they will track their own progress. A number of targets and indicator frameworks exist at the global, national and sub-national levels, and within each of the Safe to Learn partner organizations. These resources are not always complete, so indicator development may be an area Safe to Learn partners could explore through future funding.

Some measures, among others, to track progress may include:

- The number of countries signed on to the Safe to Learn Call to Action, each year.
- Examples of Safe to Learn messages in high-level events and country policy statements.
- Examples of collaboration activities of Safe to Learn partners in country, each year and by country.
- The number of countries with strengthened education sector policy, planning, and reporting systems; for example, through National Action Plans (NAP) and Voluntary National Review (VNR).

Where there are programmatic interventions by Safe to Learn partners, measurements may include:

- The number of students or schools that benefitted from evidence-based interventions to prevent violence in and around school.
- The number of national child protection systems enhanced / strengthened through the Safe to Learn partnership.
- The number of countries that have budgeted for evidence-based approaches to end violence in schools into their national education plans or their national actions plans to end violence against children.
- The number of countries that have adopted and implemented legislation prohibiting corporal punishment in schools.
- The number of school-based surveys capturing violence in and around schools.
- The number of knowledge products that helped advance the Safe to Learn goals.

Conclusion

The Safe to Learn initiative has an ambitious vision to end all violence against children in and through schools, which is necessary to achieve the Sustainable Development Goals by 2030. Achieving this vision will only be possible when each individual organization working to address school violence delivers the best of what it can do on its own and commits to collective action for greater impact.

Through Safe to Learn partner organizations' actions and the two collective priorities of building political will and coordinating in-country action, the initiative will set the stage for significant impact for children by supporting global, national, and local actors to implement policies and legislation, strengthen school-systems, shift social norms, utilize best practice evidence, and improve resourcing to keep children safe.

The Safe to Learn initiative has committed to a world where children learn without the threat and experience of violence. Children everywhere have the right to be free from violence in schools. **Partners to the Safe to Learn initiative call on everyone to make schools a place of true learning, where children grow, develop and thrive.**





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