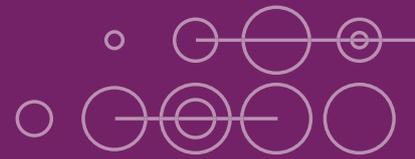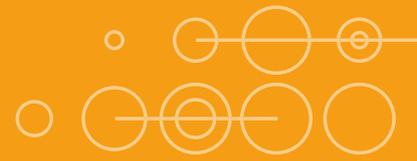# Safe to Learn Strategic Roadmap:
# Appendices

January 2020

Safe to Learn

Appendix List

1. List of Safe to Learn partner organizations
2. Details of individual partner contributions
3. List of Call to Action endorsing countries
4. Gender, marginalization and the risk and experience of violence
5. Safe to Learn initiative quarterly technical work sessions
6. List of potential draft Safe to Learn messages
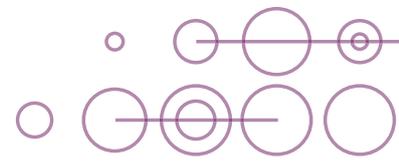
Appendix 1: List of Safe to Learn partner organizations

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

Appendix 2: **Details of individual partner contributions**
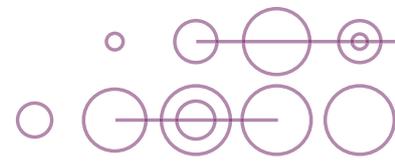
CSO Forum to End Violence Against Children

The CSO Forum to End Violence against Children (CSO Forum) is a coalition of 15 civil society organizations working at national, regional and global levels to end all forms of violence against children.[1] Through its members, the CSO Forum connects with more than 150 colleagues at the national, regional and global levels. Together, the CSO Forum seeks to facilitate a broad based, inclusive, effective and accountable engagement from civil society in the Global Partnership to End Violence against Children.

ADVOCACY

- Collectively endorse the Call to Action.
- Continue the education and child protection advocacy underway and planned at national, regional and global levels, both as individual organisations and collectively as a Forum.
- Ensure advocacy directed towards community, teachers, parents and policy makers supports the objectives of Safe to Learn.
- Work with other partners in the Safe to Learn network to strengthen advocacy messages at global, regional and national level.
- Produce reports, briefings and advocacy to support Safe to Learn, for example at global and regional events or at the Global Partnership to End Violence Against Children Executive Committee.

TECHNICAL EXPERTISE AND RESEARCH

- Map and maintain information on the range of expertise in the Forum relevant to Safe to Learn both practical and technical expertise, and data and other evidence
- Map and maintain range of examples of good practice in terms of materials, guidance, toolkits etc.
- Share our technical expertise related to working with teachers, the community, children and families; and from working with policy makers to bring about legislative and policy change

PROGRAM DELIVERY ON GROUND

- Sustain on-going programmatic work on violence in schools to support the objectives of Safe to Learn – e.g. prevention work to make schools more safe
- Work with our national and local partners to implement Safe to Learn through existing and any new work – both with states that have signed the Call to Action but also Pathfinders and others where there is an opportunity for advancement
- Contribute to work on social accountability, including engaging communities, to ensure the correct legal and policy protections are in place, and that governments are held accountable
- Share learning from national experiences to improve practice globally with Safe to Learn partners and the CSO Forum members

PARTNERSHIP BUILDING

- Nominate a lead for Safe to Learn from the Forum to participate in the core group & create a working group to assist in planning and strategy development, and to ensure the broad expertise of the Forum is represented and reflected
- Feed in to the development and implementation of the Roadmap so that it is an effective tool and accurate reflection of the role and capacity of Safe to Learn and its partners
- Use our networks, for example national level focal points and other partnerships, to raise the profile of Safe to Learn

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[1]The CSO Forum to End Violence against Children members include: African Child Policy Forum, Arigatou International, Child Helpline International, ChildFund Alliance, ECPAT, Girls Not Brides, Global Initiative to End All Corporal Punishment of Children, Internet Watch Foundation, ISPCAN, One Third Sweden, Plan International, Promundo, Save the Children, SOS Children's Villages International, Terre des Hommes, World Vision.
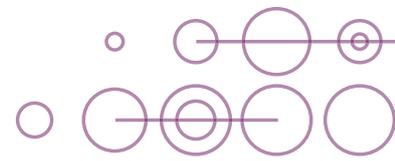
CSO Forum Member – The Global Initiative to End All Corporal Punishment of Children

MONITORING AND REPORTING: Be the focal point for monitoring and reporting on the prohibition of corporal punishment and any research/prevalence data

- Produce the annual Global Report on the prohibition of corporal punishment of children which tracks progress in law reform across the world, in all settings including schools, day care and alternative care
- Assess each new law passed on corporal punishment, promote and disseminate achievements so that other states can follow
- Monitor evidence as it emerges and keep sources up to date on our site and in our publications so that prevalence, attitudinal and other data is readily available
- Act as expert advisers on the process of law reform, including providing law reform training workshops, and workshop material, guidance etc.

We plan to achieve this by, inter alia, undertaking to:
- Continue monitoring and reporting on opportunities for legislation, draft and proposed legislation, case law and other activities (e.g. public announcements and manifest commitments) that relate to prohibiting corporal punishment
- Publish Global Report on the prohibition of corporal punishment of children on an annual basis (Jan/Feb) each year
- Maintain our website which features detailed country reports for every country in the world, summary tables of progress in law reform e.g. across settings and regions
- Monitor and publish summaries of treaty body recommendations, case law and other information that helps us assess progress in the full, global, prohibition of corporal punishment against children
- Publish and disseminate guidance on law reform, provide training workshops to build the capacity e.g. of national CSOs and policy makers to reform legislation
- We plan to create a 'train the trainer' programme during 2020-21 to extend our reach and impact

ADVOCACY: Advocate for the full prohibition in law of all forms of corporal punishment, in schools and in the wider community/at home

- Undertake our own advocacy work, and support that of others - in Geneva, using international human rights instruments and the UPR, in NY using the SDGs/VNR and where possible, regional instruments such as the ACERWC
- Share knowledge about law reform, the negative impact of corporal punishment and benefits of eliminating its use, for example through our global and regional newsletters, and our social media strategies

We plan to achieve this by, inter alia, undertaking to:
- Brief the UN Committee on the Rights of the Child on every country that has not yet prohibited corporal punishment
- Brief other UN and Regional Committees when strategic to do so
- Support our supporter movement to engage in treaty body reviews, and in the UPR process, including briefing active states to use the UPR process to recommend prohibition
- Produce 4 global and 12 regional newsletters each year
- Launch sub-sites in the remaining UN Languages in early 2020, so our site is fully multi-lingual and accessible to our supporters; increase our social media communication, and our supporter base, in other languages
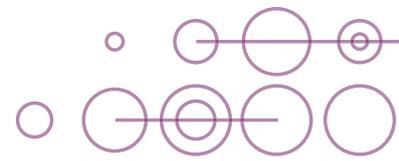
IMPLEMENTATION OF LAW REFORM AND PREVENTION OF VIOLENCE: Decrease violence against children by ensuring laws are enforced, and social norms change follows:

- Continue to build our global movement of supporters who are working at national, regional and global levels to secure better understanding of the issue and to change attitudes
- Promote good practice examples, guidance and toolkits that assist in the effective implementation of laws, changing attitudes and behaviours, and support social norms change
- Create a knowledge hub of positive discipline methodology, including specific to the education system, so that it is accessible to as many practitioners as possible; we will also work to find more examples, particularly in other languages

We plan to achieve this by, inter alia, undertaking to:
- Collate and disseminate materials such as case studies and toolkits to support and capacity build our supporter network
- Actively research and investigate good practice examples, and research into barriers to the full implementation of laws to prohibit corporal punishment and social norms change
- Contribute our expertise and materials/information etc to STL's knowledge platform
- Actively recruit to our growing movement of supporters, targeting specific regions and sectors so that there is growing awareness of the issue and how to tackle it
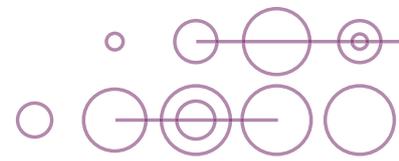
CSO Forum Member - Child Fund Alliance

TECHNICAL EXPERTISE AND RESEARCH
- Map and keep up to date the information we have on the range of expertise in the Forum relevant to Safe to Learn, both practical and technical expertise, data and other evidence
- Find ways to share our technical expertise gained from working with teachers in school and in the community, children and families; and from working with policy makers to bring about legislative and policy change
- As a Forum, and with the core group, share learning from national experiences to improve practice globally
- Use our networks, for example national level focal points and other partnerships, to raise the profile of Safe to Learn, share learning and open up pathways for stronger partnership work at national, regional and global level
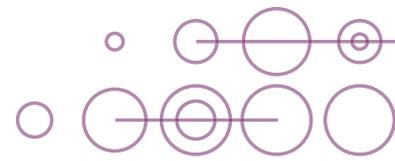
ADVOCACY
- Continue the significant advocacy work both underway and planned at national, regional and global levels, both as individual organisations and collectively as a Forum and relating to both education and child protection
- Work with other partners in the Safe to Learn/Global Partnership network to strengthen advocacy messages at global, regional and national level

PARTNERSHIP BUILDING
- Ensure CSO's are reflected and participate in major events relating to Safe to Learn and to EVAC e.g. Solutions Summit, Education World Forum
- Ensure that children's voices are heard and are reflected in the work, and that they have the opportunities to really participate

CSO Forum Member - Save the Children

ADVOCACY
- Through country offices, promote national cross-sector level endorsement to the Safe to Learn Call to Action and the Safe Schools Declaration
- Use our engagement in national level networks and coalitions in education and child protection (in humanitarian and development settings) to raise the profile of Safe to Learn
- Where appropriate and feasible, take a co-lead role in national level Safe to Learn advocacy campaigns (and other relevant initiatives)
- Contribute to global, regional and national level education and child protection advocacy in development and humanitarian settings
- Support country offices to conduct contextual analyses for national and local level advocacy interventions which support the objectives of Safe to Learn to end violence in and through schools and which can be directed towards policy makers, community, teachers and parents
- Work with other partners in the Safe to Learn network to communicate key messages at global, regional and national level
- Contribute learning and good practices from our advocacy and programming to end violence in schools to support Safe to Learn campaign initiatives at global, regional and national events.

TECHNICAL EXPERTISE AND RESEARCH
- Map and maintain information on our cadre of technical expertise available within Save the Children (global, regional and national levels) relevant to Safe to Learn (e.g. staff and local partners implementing our Safe Schools approach)
- Share programming and advocacy materials, guidance and tools being used to inform our work to end violence in schools
- Contribute evidence and examples of good practices from the implementation of cross-thematic programming and advocacy to end violence in schools (in both humanitarian and development settings) with CSO Forum Members and other Safe to Learn partners. This will include sharing evidence and examples related to working with teachers, key community stakeholders, children and families; and from working with policy makers to bring about legislative and policy change to end violence.

PREVENTION AND RESPONSE
- Provide technical support to local partners (national, local and school level) to implement and sustain programmatic work targeting policy makers, teachers, school management, key community stakeholders, children and families to end school violence using evidence-based approaches (such as the roll-out of our Safe Schools approach)
- Contribute to education and child protection system strengthening initiatives that mitigate against and respond to violence in schools
- Continue to promote a cross-thematic approach to preventing and responding to violence in schools (e.g. across child protection, education and gender thematic areas)
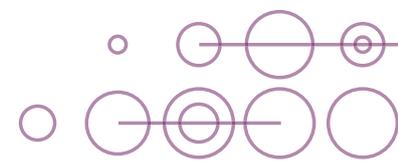
DFID

PROGRAMME DELIVERY
- Direct programme support to STL fund window and Global Partnership to End Violence Secretariat (see also Funding).
- DFID bilateral education programming include components to Ending Violence in Schools (EVIS), building on commitments in DFID's Education Policy to tackle VIS particularly through teacher training (see also Funding).

TECHNICAL EXPERTISE AND RESEARCH
- Share STL tools and materials (e.g. Diagnostic Tool; Programmatic Framework) with DFID Education Advisers in HQ and respective Country Offices for technical input and feedback to Secretariat.
- Ensure DFID country offices are working with partners to support implementation of Call to Action through STL tools as part of Pathfinder work and wider child protection systems approach (see also Advocacy & Comms Internal).
- Share DFID guidance and evidence on "what works" on EVIS and Safeguarding from our education programming including the Girls Education Challenge projects to STL Partnership.

FUNDING
- Contributing £5 million to STL campaign and funding window (2018-20).
- Providing funding for EVIS through our bilateral education programmes, for example in Zimbabwe, Uganda, Sierra Leone and Nigeria.

EXTERNAL ADVOCACY AND COMMUNICATIONS
- Use our convening power and work with other donors to raise profile of and increase funding for STL at international events – e.g. Education World Forum 2020 (hosts), CHOGM 2020 (as Chair-in-Office), UNGA, G7 (2021 Hosts).
- Build links between Leave No Girl Behind campaign and STL campaign.
- Use our status as largest donor to GPE and ECW to lobby for increased funding for EVIS in their programmes.
- Use our engagement with UK Civil Society (e.g. BOND Child Rights Working Group quarterly meetings) to raise profile of and gain support for STL.
- Identify opportunities and promote STL through DFID comms and social media channels.

INTERNAL ADVOCACY AND COMMUNICATIONS
- Children Youth and Education Department to provide technical advice and support to DFID Country Office Education advisers through a Community of Practice to support an uplift in their work on EVIS, building on previous work including DFID Guidance Note on Safer Schools, and to share STL resources and tools with them.
- Children Youth and Education Department to engage with DFID Country Offices which have not signed the Call to Action to raise awareness of the campaign to support EV Secretariat lobbying work for further endorsements.
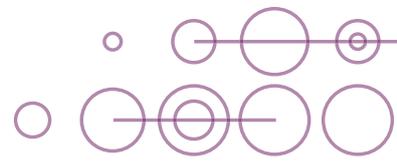
Education Cannot Wait

PROGRAMME DELIVERY
- ECW will facilitate effective implementation and delivery of STL, particularly focusing on ensuring a safe environment for vulnerable children in crisis-affected areas, through the funding mechanisms of First Emergency Response (FER) and Multi-Year Resilience Programs (MYRP).

CAPACITY BUILDING
- (Include National level Capacity) Capacity of various cadre of National Education Functionaries and partners will be strengthened in crisis affected areas, so that they are equipped to respond to the special needs of vulnerable children from the outset of emergencies through protracted crisis periods.

ADVOCACY
- Facilitate High Level Advocacy at Ministry of Education and line ministries in countries facing crisis situations through ECW country partners, UN Agencies and civil societies.
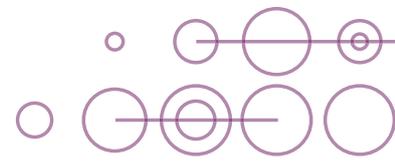
Global Coalition to Protect Education from Attack

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

- Produce Education under Attack and other research products
- Contribute to the monitoring of SDG 4
- Develop tools and products to improve data collection and reporting on attacks on education

We plan to achieve this by, inter alia, undertaking to:
- Continue monitoring and reporting on attacks on education globally; Use Safe to Learn network to identify new data sources
- Publish Education under Attack 2020 and 2022
- Conduct thematic research on attacks on education, with a focus on women and girls
- Contribute to monitoring of SDG by providing data for Thematic Indicator 4.a.3 which measures the number of attacks on students, teachers, and institutions
- Publish a package of technical guidance and tools for monitoring attacks on education; Leverage the Safe to Learn initiative to harmonize data collection on attacks on education

ADVOCACY: Advocate for the endorsement of the Safe Schools Declaration

- Undertake advocacy in New York and Geneva to secure endorsements of the Safe Schools Declaration
- Share knowledge about impact of the Safe Schools Declaration with GCPEA and STL partners

We plan to achieve this by, inter alia, undertaking to:
- Secure 8 new endorsements of the Safe Schools Declaration by end of 2020
- Use the Call to Action to leverage new endorsements, particularly in Asia and MENA
- Present at the End Violence conference at 2020 and invite STL to present at GPCEA events to gain visibility and influence stakeholders
- Contribute advocacy tools to STL's knowledge platform

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

- Support GCPEA partners and other STL partners and stakeholders to protect education in armed conflict
- Promote gender-responsive implementation of the Safe Schools Declaration through advocacy in New York and Geneva
- Work with GPCEA coalition and Safe to Learn members to ensure continuity of education in affected areas

We plan to achieve this by, inter alia, undertaking to:
- Support capacity building of regional and national bodies on gender-responsive implementation of SSD
- Contribute technical tools to STL's knowledge platform
- Provide technical guidance and support to GCPEA and STL partners for gender-responsive prevention of attacks on education
- Provide technical guidance and support to GCPEA and STL partners for better response to attacks on education
- Support accountability mechanisms for perpetrators of attacks on education
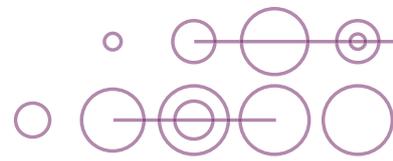
Global Business Coalition for Education

PARTNERSHIP BUILDING
Liaise with the business community to explore engagement and partnership opportunities with STL to enhance cross-sector collaborations
- As part of GBC-Education's Global Funds Group workstream, continue to represent the business community's interest and voice in STL Partners Group
- Broker conversations between GBC-Education member companies and key STL stakeholders to identify potential endorsements, commitments, or partnership opportunities
- Explore ways to indicate REACT resource request's direct link to school violence on the REACT digital platform
- Entertain partnerships requests from private sector actors channeled by STL secretariat and partners group

COMMUNICATIONS
Help increase STL's visibility among GBC-Education's member network and the larger business community
- Update GBC-Education members on key developments through internal communication channels
- Collaborate with the STL team to sync communications calendars and coordinate messaging around the importance of the role of the private sector to help end school violence
- Highlight best practices by business community in alignment with STL's mission and objectives.
- Display STL and/or Global Campaign to End Violence Against Children's logo(s) on the REACT digital platform partners page

ADVOCACY
Raise business community's awareness and push business to take tangible actions to help end school violence
- Raise awareness of the business community on the nature, prevalence, and the implications of school violence with the purpose of pushing businesses to take tangible actions to help eliminate it.
- Explore ways to tap into and leverage Theirworld's network of more than 1,000 Global Youth Ambassadors (GYAs)
- Explore overlaps in advocacy and campaign workstreams, particularly around the #WriteTheWrong campaign
- Work with STL partners to develop key messaging and ask towards social media companies to help eliminate online violence
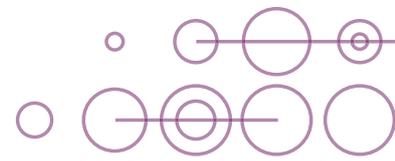
Global Partnership for Education

SYSTEMS CHANGE: Help drive education systems strengthening and reform that mitigates against violence

Actions
- Work with partners to advocate for education sector analysis that recognizes school safety issues and education sector plans that appropriately address these issues.
- Work with partners to disseminate guidance and evidence, and offer technical support, to countries wishing to do this analysis and put in place appropriate policies.

Activites
- Support and contribute to the development of monitoring and research methods on school safety such as benchmarking and diagnostic tools
- Consider how school safety and violence can be integrated into GPE's new strategy and operations, including making relevant linkages with GPE's commitment to gender.
- Collaborate with multilaterals and other global partners engaged in LEGs to more systematically raise issues of violence in schools.

ADVOCACY: Be an active champion on the issue of ending violence in schools

Actions
- Influence global fora and frameworks to include/ further prioritise school safety objectives.
- Ensure public visibility of violence in schools' issues in GPE external influencing.

Activites
- Build violence in schools' issues into global advocacy planning.
- Include consistent messaging on violence in schools in high-level political and policy interactions

FUNDING: Respond to demand-led solutions on violence in schools through GPE funding, innovation and research

Actions
- Highlight the need for investment in generating evidence and scaled-up innovations in school safety, as appropriate through GPE funding mechanisms.

Activites
- Help to mobilize global evidence on school safety at scale including from GPE experience with education sector plans and implementation grants.
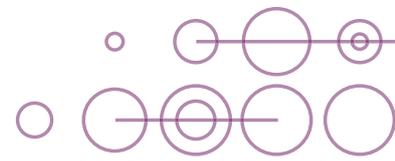
Global Partnership to End Violence Against Children Secretariat

INITIATIVE AND PARTNERS: Maintain high-quality custodianship of STL initiative, convene partners and identify new high value partners – to ensure momentum and delivery

- Bring partners together regularly to maximize opportunities for collective action and share updates, resources, information etc.
- Oversee delivery and encourage partner implementation of roadmap
- Develop strategy and plans for workstreams associated with Safe to Learn
- Engage in the development of partner processes and tools
- Engage in discussions with new high-value partners and champions
- Thought leadership on initiative planning and evolution

We plan to achieve this by, inter alia, undertaking to:
- Deliver a high-quality Strategic Roadmap, signed off by partners
- Quarterly technical work sections with partners
- Development of plans for four workstreams: call to action endorsements, knowledge platform, civil society engagement, Safe to Learn fund window
- Outreach to at least 5 high-value new partners per year
- Secure 'outer circle' support from at least 3 new partners per year
- Develop think piece on initiative evolution

COUNTRY ENGAGEMENT: Increase country Call to Action endorsements and maintain relationships to ensure national implementation

- Undertake direct lobbying both in New York and in country to secure endorsements
- Support partners and other stakeholders with lobbying activity
- Regularly communicate with Safe to Learn endorsee countries

We plan to achieve this by, inter alia, undertaking to:
- Reach out to all 193 UN Member States by (letters, in person lobbying, event invitations)
- Secure 20 endorsements of the Call to Action by August 2020
- Cultivation of 2-3 champion member states or individuals to assist with call to action endorsements over the next year
- Assessment of partners' lobbying ability early 2020 and support provided to at least three partners to assist with lobbying activity in the next year
- Engagement with countries that have endorsed the Call to Action 2-4 times per year
- Engagement with all Pathfinding countries to encourage the endorsement of the call to action

FUND: Grow and manage Safe to Learn window of the Fund– to provide targeted resources where most needed

- Develop parameters for the fund
- Run the grant making process
- Liaise with donors
- Undertake resource mobilization activities

We plan to achieve this by, inter alia, undertaking to:
- Develop framework for fund and grant parameters aligned with the Call to Action and donor requirements
- Identify and award project grants in a transparent manner
- Administer funding and ongoing grant management
- Engage with 10 possible donors seeking funding for the issue, including through the Safe to Learn window of the End Violence Fund
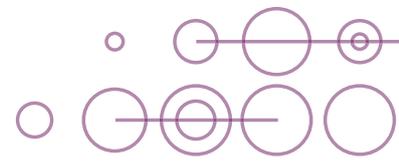
COMMUNICATIONS AND EXPERTISE: Curate materials and experiences – to make the issue visible and the partnership credible

- Facilitate the sharing and accessing of information, tools and research
- Develop shared communications assets and actively promote safe to learn on media platforms
- Raise visibility of the initiative through Safe to Learn events, participating in partner and other events, engagement with countries

We plan to achieve this by, inter alia, undertaking to:

- Feature Safe to Learn at events/public facing communications once each quarter
- Profile Safe to Learn through social media each month and share 1- 2 communications assets with partners per year
- Develop a knowledge platform and collect/curate material
- Rollout of knowledge platform on website and communicate this to countries and partners
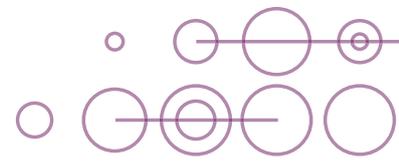
Secretary General's Special Representative (SRSG) on Violence Against Children

Safe to Learn is supported by the current **Secretary General's Special Representative (SRSG) on Violence Against Children**, Najat Maalla M'jid. The SRSG 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 is an independent advocate for the prevention and elimination of all forms of violence against children. The SRSG 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; and
5. Promote the Safe to Learn initiative
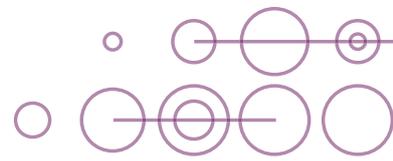
UNESCO

EVIDENCE - Supporting efforts to generate, disseminate and use evidence on the scale, nature and impact of school violence and effective responses

- Work closely with the UNESCO Institute for Statistics (UIS) to collect and analyze global data on bullying through the SDG Thematic Indicator 4.a.2
- Strengthen the collection, analysis and dissemination of data on school violence that affects children who are particularly vulnerable: migrant children, children with disabilities, LGBTI children, and those with multiple intersecting vulnerabilities
- Work closely with partners (INSPIRE) to improve the definitions of global indicators to collect data on school violence and their piloting
- In collaboration with UNICEF and other partners, support the monitoring of school violence by Ministries of Education and other stakeholders at country level

We plan to achieve this by, inter alia, undertaking to:

At global level:
- Publish a paper on bullying related to migration based on a literature review
- Publish a paper on interlinkages between school violence and inclusion in education of children from vulnerable groups
- Conduct a literature review on the scope and nature of school violence related to disabilities; and current response efforts, in collaboration with the Special Envoy of the UN on Disability and Accessibility and publish paper
- (With the SRGBV Global Working Group) Develop and publish a data-advocacy brief looking at how existing data can shed light on the prevalence of gender-based violence in schools, highlight gaps in existing data sources and advocate for applying a gendered lens when collecting data and in prevention and response strategies.
- Organize session on school violence affecting children living with disabilities during international technical consultation on inclusion and disabilities at UNESCO HQ (December 2020)
- Set up and coordinate expert group on how to improve collection of data on the scope, nature and impact of school violence affecting vulnerable children in existing international surveys that already collect data on school violence (TBC pending funding)
- Develop protocols for the evaluation of the effectiveness of education system-wide programmes and school-based interventions to prevent and address school violence targeting children from vulnerable groups (TBC pending funding)
- Organize international expert consultation on this topic and publish technical recommendations on how to adapt survey questionnaires and analysis (TBC pending funding)

At country level:
- In selected regions and countries support Ministries of Education to include relevant indicators in their EMIS, collect, analyze and interpret data (with UIS and UNESCO International Institute for Educational Planning – IIEP)
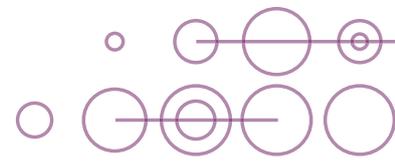
UNESCO

SOCIAL NORMS, BEHAVIOUR CHANGE AND RESPONSE AT THE SCHOOL LEVEL - Ensuring that responses to school violence are gender-sensitive and inclusive of all children

- Co-chairing the SRGBV Working Group together with UNGEI, which brings together over 50 partners working in the area of SRGBV to share promising practice and engage in joint research and advocacy
- In collaboration with the Special Envoy of the UN on Disability and Accessibility, the UNESCO Section of Inclusion and other partners working on inclusive education support the development, piloting, dissemination and utilization of materials to prevent and address school violence related to disabilities (TBC pending funding)

We plan to achieve this by, inter alia, undertaking to:

At global level:
- (With the SRGBV Global Working Group) Organize regular virtual meetings and annual face-to-face meetings of the SRGBV working group, engaging a range of Ministry of Education colleagues, to share and analyze good practice (nb. Safe to Learn are members of the WG)
- Develop different types of materials to prevent and address school violence related to disabilities for educators, and also adapted to children with disabilities and their parents and guardians (TBC pending funding)

At country level:
- Support selected countries in reviewing curricula and training teachers to help them understand their own attitudes, including gender biases, in their interactions with learners and act on them to ensure gender-sensitive responses to violence in schools and beyond
- Support ministries of education in selected countries to adapt and implement the Connect with Respect curriculum programme, collecting and analyzing results from the pilot phase and documenting lessons learned to share with others
- Pilot materials to prevent and address school violence related to disabilities in selected countries and support dissemination and utilization of these materials

RESPONSE AT THE SCHOOL LEVEL - Strengthening the role of teachers in preventing and addressing school violence

- Explore teachers' knowledge, attitudes and behaviors in relation to school violence through qualitative research
- Work closely with teachers unions, the Teachers Task Force (TTF) hosted by UNESCO, the UNESCO Section of Teacher Development, teacher training institutions and other partners to disseminate best practice for sensitizing and training teachers to prevent and address school violence

We plan to achieve this by, inter alia, undertaking to:

At global level:
- Conduct qualitative research on teachers' knowledge, attitudes and behaviors in relation to school violence in five countries (funded by End Violence)
- Organize international technical consultation bringing together teachers and teacher training institutions from different regions to discuss the study findings, articulate the role and needs of teachers and advocate for training and support for teachers to prevent and address school violence effectively (TBC pending funding)
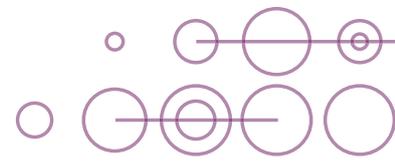
- Based on mapping of existing resources and needs, develop and pilot materials adapted to different contexts to help teachers create healthier classroom environments free from violence (TBC pending funding)
- Developing a series of videos showcasing best practice in delivering curriculum based approaches to preventing school-related gender-based violence to be used as a tool for teacher development (TBC pending funding)

At country level:
- Support the dissemination and utilization of the above-mentioned resources through regional capacity building workshops and technical assistance in countries involved in the study and other selected countries (TBC pending funding)

ADVOCACY - Advocating for scaling up of evidence-based gender sensitive and inclusive education sector responses to school violence

- Organize and participate in events to raise the awareness of stakeholders on the nature, scope and consequences of school violence including bullying, and evidence-based gender sensitive and inclusive education sector responses
- Work with partners to build the capacity of national stakeholders for scaling up evidence-based gender sensitive and inclusive education sector responses to school violence

We plan to achieve this by, inter alia, undertaking to:

At global level:
- Publish a series of six thematic briefs guiding prevention and response efforts to school violence, with a focus on SRGBV (2019).
- Co-organize with the French Government an international conference on bullying (or school violence including bullying) in Paris in 2020
- Lead on the celebration of the first international UN day against violence and bullying at school including cyberbullying in November 2020 (pending approval by UNESCO General Conference)
- Co-organize the third meeting of the World Anti-Bullying Forum (WABF) in Stockholm in 2021
- Work with the World Bank and UNESCO International Institute for Education Planning (IIEP) Health Education Clearinghouse, to disseminate and co-organize the e-course Safe schools: Preventing and addressing violence in and around schools (which is currently being developed by the World Bank) (TBC pending funding)
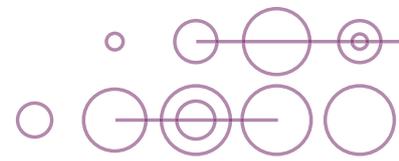
At country level:
- Sensitize UNESCO Field Offices on the importance of preventing and addressing school violence, provide them with information on the Safe to Learn campaign and encourage them to advocate for the end of school violence with Ministries of education and to participate in event organized by Safe to Learn partners

UNGEI: Global Working Group to End School-related Gender-based Violence (SRGBV)

TECHNICAL EXPERTISE + RESEARCH
- Produce at least one knowledge product, co-branded with Safe to Learn
- Provide access to the SRGBV knowledge hub as part of the Safe to Learn knowledge platform
- Facilitate input from targeted WG members and provide technical input and review from the secretariat on key Safe to Learn documents (strategies and plans etc) and processes (recruitments) to ensure gender and education lens is adequately applied.

PARTNERSHIP BUILDING
- Invite Safe to Learn Secretariat to become a member of the SRGBV WG and enable broader outreach for the Safe to Learn fund.
- Invite Safe to Learn to join regional learning meetings convened by the SRGBV WG and access opportunities to expand the Safe to Learn partnership

ADVOCACY
- Co-host at least one event jointly with STL on gender and school violence
- Support campaign messages through social media and share comms assets produced by UNGEI/SRGBV WG for the STL platform
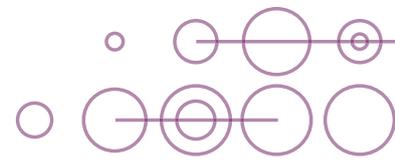
UNICEF

TECHNICAL EXPERTISE & RESEARCH: Provide technical expertise and research on child protection, education and Communications for Development (C4D) initiatives, including gender and disability perspectives.

- Development of the programmatic framework (draft completed in 2019/ final draft in 2020)
- Development of diagnostic/benchmark tool (draft completed in 2019/final draft in 2020
- Technical guidance on C4D and Violence Against Children (VAC) (completed in 2019)
- Technical guidance on C4D) Programmes Addressing Social Norms and VAC in and Around Schools (ongoing/to be completed in Q2 2020)
- Review of programme interventions illustrating action to address violence against children in schools (ongoing/to be completed in Q2 2020)
- Review of national policies addressing bullying and sexual violence in schools (2020)

We plan to achieve this by, inter alia, undertaking to:
- Engaging consultants/experts; providing technical comments/inputs; promoting consultations with other stakeholders
- Reviewing UNICEF and external programmes on violence in schools
- Reviewing the evidence base on violence in schools and related areas of work

GLOBAL ADVOCACY: Lead Safe to Learn: #ENDViolence global campaign to reduce and prevent violence against children and make schools safe by 2024.

- Policy Advocacy: Compel governments to adopt or strengthen safe school laws and policies to prevent and address violence in schools, namely laws banning corporal punishment in schools and national education policies to prevent and address bullying, sexual harassment, and GBV.
- Public Engagement: Engage and empower parents, youth and teachers to reduce social acceptance of violence in and around schools and adopt positive behavior changes, namely teachers' self-efficacy to use positive discipline in schools and youths' self-efficacy to take a stand against bullying, sexual harassment and gender-based violence.
- Private Sector Engagement: Engage private sector companies to support policies and programs to prevent and address bullying online.

We plan to achieve this by, inter alia, undertaking to:
- Developing and amplifying audience-tested advocacy messaging, assets and public mobilization tactics at the global level for adaption and use by country offices.
- Collecting data and evidence compelling to decision-makers, e.g. evidence on the economic impact of violence in schools and impacts on learning outcomes and new and emerging evidence on online policies (both pending resources).
- Providing research and technical guidance to support policy and behavior change, e.g. best practices of successful school anti-bullying and harassment policies, school digital citizenship guidelines, etc. (pending resources).
- Working with a targeted list of focus country offices – approximately 25 – to provide capacity development, resources and support to achieve advocacy objectives (policy and behavior changes).
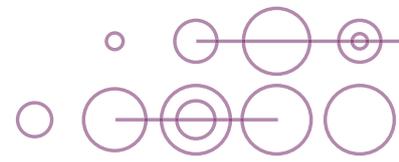
PROGRAMME DELIVERY: Programme implementation in 70+ countries addressing violence in schools.

- Provide technical support and guidance to UNICEF COs addressing ViS
- Provide technical support and guidance to 25+ focus countries for UNICEF under the Safe to Learn initiative
- Pilot the benchmark tool in 5 countries
- Provide technical assistance and support to Mali, Niger, Cote d'Ivoire and Niger to reduce violence as a barrier to girls' education under the STL Framework. Work in collaboration with UNICEF's Regional Office (WCARO) and in partnership with the GPEVAC.

We plan to achieve this by, inter alia, undertaking to:

- Review Country Office Annual Reports; monitor country office data on ViS; provide direct or indirect technical support where required
- Provide direct support to focus countries; agree on a set of indicators and monitor progress/results
- Testing, adjusting and finalizing the benchmark tool in 5 countries

MONITORING & REPORTING: Curate materials and experiences – to make the issue visible and the partnership credible

- Develop a monitoring framework to monitor progress and measure results of UNICEF's contribution at global and country levels.

We plan to achieve this by, inter alia, undertaking to:

- Identifying key indicators that are aligned with UNICEF's advocacy strategy and programmes at country level; collecting data through UNICEF's internal system.
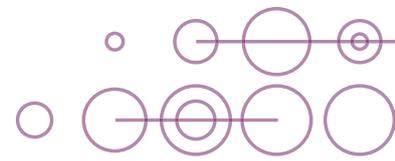
World Health Organization

Technical support
- Regularly update the evidence base on school-based violence prevention
- Advise on evidence-based response strategies to violence against children

We plan to achieve this by, inter alia, undertaking to:
- Review randomized-controlled trials and systematic reviews that focus on the burden, consequences, and effective interventions for prevention and response for different types of violence occurring in and around schools periodically
- Present the results in an easily accessible manner on the WHO platform Violence Info

Data
- Integrate school-based violence prevention measures into Global Status Report on Violence against Children
- Measure prevalence of different forms of violence occurring in schools through Global School-Based Student Health Survey (GSHS)

We plan to achieve this by, inter alia, undertaking to:
- Measure how many countries provide support for violence prevention programmes in school settings through the Global Status Report to Prevent Violence against Children (Example 2014 edition)
- Measure how many countries have legislation and policies in place to address violence in school settings through the Global Status Report on Violence against Children
- Provide technical support to countries to measure violence occurring in schools through the Global School Based Student Health Survey (GSHS)

Integrate school-based violence prevention into broader policies on school health.
- Integrate evidence-based actions to prevent violence into Global Standards on Health Promoting Schools
- Integrate evidence-based actions to prevent violence into initiatives focusing on adolescent health

We plan to achieve this by, inter alia, undertaking to:
- Provide technical advice and allocate staff time to steering groups for the development of Global Standards on Health Promoting Schools and a WHO wide initiative on adolescent health

Communications
- Use WHO's communication channels to advocate for increased attention to violence prevention in and through schools
- Dissemination of the handbook on school-based violence prevention jointly with UNICEF and UNESCO

We plan to achieve this by, inter alia, undertaking to:
- Feature new products from Safe to Learn partners through the Facebook page of the Global Campaign to prevent violence
- Feature new products/publications from Safe to Learn partners through the Twitter Channel of the Global Campaign to Prevent Violence
- Feature products from Safe to Learn Partners through the mailing list of the Global Violence Prevention Alliance
- Support the organization of webinars focused on school-based violence prevention
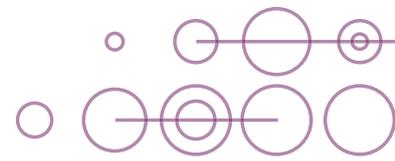
World Bank- Education Global Practice - SAFE AND INCLUSIVE SCHOOLS PLATFORM

STRATEGIC PRIORITIZATION: Safe and inclusive learning environments as a key pillar of the World Bank's New Global Education Strategy

- Ensure that all girls and boys feel safe in and around school to enable them to learn and have a good experience in school. The World Bank (WB)'s New Global Education Strategy translates this prioritization and includes safe and inclusive learning environments as one of its five strategic pillars to reach the World Bank's new global learning target to assess progress toward quality education.
- Develop a Safe and Inclusive Schools Platform to operationalize the strategy and institutionalize a safe and inclusive lens in the WB's education engagement worldwide.
- Prioritize prevention of violence against children and violence against women as part of the Human Capital Strategy and the Bank's Fragility Conflict and Violence Strategy.
- Prioritize prevention and the link between violence against children and violence against women whenever possible while working on child protection and risk mitigation measures through the Environmental and Social Framework.

We plan to achieve this by, inter alia, undertaking to:
- Have the WB Board of Directors approve the New Education Strategy that includes a pillar on safe and inclusive learning environments.
- Disseminate the new WB Education Strategy with all WB client countries and stakeholders (Ministries of Finance, Ministries of Education, private sector, academia, general public, other MDGs and bilateral agencies).
- Launch the Safe and Inclusive Schools Platform that provides the tools and resources to operationalize the strategy, among others through operational mainstreaming and capacity building (see below).
- Work with the other global practices and cross cutting areas (e.g., Gender, Health, Social Protection, IFC, Social Development) to strengthen child protection measures.

COUNTRY ENGAGEMENT: Mainstream a violence prevention lens in the World Bank's education engagement in countries with high prevalence of violence against children

- Develop a new generation of best practice safe and inclusive education projects.
- Engage more systematically with client countries on the impact of violence against children on their ability to learn and have a good experience in school.
- Link violence against children to the human capital formation and education outcomes in systematic country diagnostic (SCD) and country partnership frameworks (CPF), focusing on countries with high prevalence of violence against children.
- Use operational entry points in our projects in Education to include evidence-informed and culturally savvy interventions to prevent violence in and around schools.

We plan to achieve this by, inter alia, undertaking to:
- Triplicate the number of education projects addressing violence against children (component or activity to prevent violence in and around school) to grow a critical mass of education operations that will lead over time to a new generation of best practice projects.
- Engage with country management teams (CMUs) and regional sectoral teams to disseminate the Safe and Inclusive Schools Platform and raise the visibility of the issue in country's engagement.
- Provide inputs on violence against children and its impact on human capital and education outcomes for SCDs and CPFs.
- Grow a core team of WB specialists to assist teams to engage with client countries on violence against children and include a violence prevention lens in education operations (including outcome indicators).
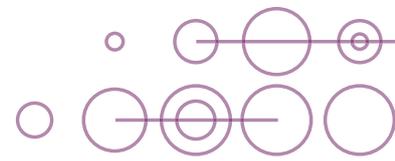
- Monitor and evaluate WB's efforts to prevent violence in and around schools as part of our goal to enable all children to be able to learn and have a good experience in school.

- Develop an e-course on school violence prevention to provide a solid, comprehensive introduction to the issue to all interested staff, consultants, counterparts and partners.
- Disseminate within and outside the Bank evidence-informed interventions to prevent violence against children.

ANALYTICS: Develop an analytical agenda on safe and inclusive schools

- Contribute to bridging the gap between research and practice on violence against children.

We plan to achieve this by, inter alia, undertaking to:
- Make the Investment Case: Complete a cost benefit analysis of interventions to end violence against children, in partnership with the Global Partnership to End Violence against children.
- Comprehensive Safe to Learn Diagnostic Tool piloting (Nepal in partnership with UNICEF and DFID).
- Qualitative research at the country level (DRC).

GLOBAL ALLIANCES: Join forces with Safe to Learn and INSPIRE partners to ensure an impactful external coalition to prevent violence in and around school

- Actively participate in strategic Safe to Learn and INSPIRE meetings and conferences.
- Relay and disseminate Safe to Learn's call to action with client countries and Bank's partners.

We plan to achieve this by, inter alia, undertaking to:
- Ensure all Safe to Learn key resources are available on WB's Safe and Inclusive Schools webpage.
- Speak with the same voice as Safe to Learn and INSPIRE partners in international meetings and conferences.
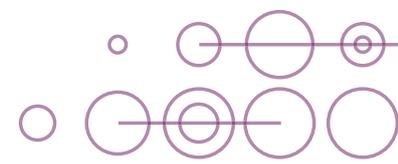- Contribute as much as possible to training of counterparts and other stakeholders on INSPIRE.
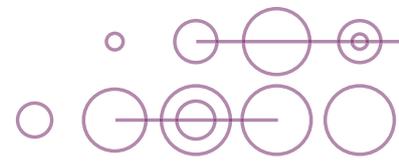
Appendix 3: List of Call to Action endorsing countries
(as of December 2019)

1. Cambodia

2. El Salvador

3. Georgia

4. Ghana

5. Honduras

6. Mexico

7. Moldova

8. Nepal

9. Sierra Leone

10. South Africa

11. South Sudan

12. Uganda

Appendix 4: Gender, Marginalization, and the Risk and Experience of Violence

Violence in and around schools affects children of all genders, races, ethnicities, nationalities, abilities, and ages,[2] and it does not exist in a vacuum. What happens at school can influence other areas of children's lives, just as what happens outside of school has an impact on the school setting. There are many other important spaces in children's lives where they experience violence (e.g., the home, the online world, the community) that may put them at further risk of experiencing or perpetrating violence in school.

While violence occurs everywhere, the experience and impact of violence is not felt evenly. Partners to the Safe to Learn initiative recognize that it is essential to hold a gender and power analysis to effectively prevent and respond to violence. Violence is both the exercise of power, and the way power is maintained - and traditional gendered norms and power imbalances leave girls, boys, and children who do not conform susceptible to violence.[3] 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. For example, boys can be socialized to be tough, while girls can be socialized to be subservient. Girls may be more likely than boys to experience psychological bullying, sexual violence, and harassment. Boys may be more likely than girls to experience corporal punishment and physical violence. Children who do not conform to gender norms or stereotypes may be particularly vulnerable to violence and bullying. Norms and stereotypes that determine how girls and boys should behave often lead to punishment being meted out differently.

Further, the impact of violence is gendered. Sexual violence and gendered norms around girls' education make it more likely that girls leave school or experience poor learning outcomes as a result of violence, although boys experience these issues as well and may be less likely to report it. How violence is reported may also have implications for gender. Corporal punishment and physical violence are much more likely to be reported, whereas stigma around sexual violence makes it less likely to be captured in surveys or other data collection efforts. This is likely especially significant for boys or gender non-conforming children who experience sexual violence. Finally, the gendered nature of violence is ingrained in the social norms of many communities. According to DFID, "boys and girls are socialized from an early age to accept the social norms which place power, including the legitimacy to use violence, in the hands of people that are more powerful than them including men, parents, teachers and older children."[4]

Children from racial and ethnic minorities, immigrant communities, and other disadvantaged groups may also be at greater risk of certain forms of violence.[5] Surveys find that 11% of children who are bullied experience

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[2]Marginalized groups may experience disproportionate violence in schools. Such groups 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. [3]The discussion of the gender and power dynamics of violence draws from direct input from partners, as well as UNESCO (2018a) International technical guidance on sexuality education: An evidence-informed approach, Revised edition, Paris: UNESCO, and Kangas, A., Fancy, K. and Müller, C. with K. Bishop (2019) DFID guidance note on safer schools: Addressing school violence through education programming, London: VAWG Helpdesk. [4]Kangas, A., Fancy, K. and Müller, C. with K. Bishop (2019) DFID guidance note on safer schools: Addressing school violence through education programming, London: VAWG Helpdesk. Page 11. [5]Behind the numbers: Ending school violence and bullying. Paris: UNESCO; 2019.
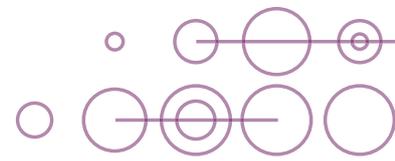
bullying because of their race, nationality, or color. Children from lower socio-economic groups are more likely to experience a higher prevalence of bullying. Immigrant children are also more likely to experience bullying than native-born children.

School-related violence in conflict-affected areas is also significant. In conflict zones, girls are more likely to be out of school than boys, placing them at greater risk of exploitation, violence, trafficking, early marriage, and child labour.[6] Refugee children could face a higher risk of violence if not welcomed by host communities. Direct attacks on schools, school students, and teachers are also significant and can occur for a range of reasons. The Global Coalition to Protect Education from Attack (GCPEA) found attacks on education in 74 countries over the past five years (EUA 2018).[7] Between 2015 and mid 2019, GCPEA identified at least 10,000 reports of attacks on education.[8] Attacks on schools may occur because some groups wish to prevent girls' or minority groups' education or protest the curriculum or language of instruction. School facilities may suffer targeted or indiscriminate attacks or may be used for military purposes, which increases the risk of children's recruitment into armed forces and may leave children at increased risk of sexual violence.[9]

When children experience intersecting vulnerabilities they can be especially vulnerable to violence in schools.

Safe to Learn partners will continue to hold this gender and power analysis through all work to end violence against children in and through schools. Through their individual and collective efforts - for example, DFID's Girls Education Challenge (GEC) fund - partners aim to improve understanding of these issues globally, nationally, and locally.

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[6]See, for example: Cartner, H. (2019). "ALL THAT I HAVE LOST" Impact of Attacks on Education for Women and Girls in Kasai Central Province Democratic Republic of Congo. New York; Global Coalition to Prevent Education from Attack; and Cartner, H. (2018). "I Will Never Go Back to School" The Impact of Attacks on Education for Nigerian Women and Girls. New York; Global Coalition to Prevent Education from Attack. [7]"100 Countries Now Commit to Ending Attacks on Education." Press Release. Global Coalition to Prevent Education from Attack. (November 20, 2019) Available at: https://mailchi.mp/protectingeducation/100-countries-now-commit-to-ending-attacks-on-education. Accessed on 12/5/2019. [8]Ibid. [9]"The Safe Schools Declaration." Safe Schools Declaration, https://ssd.protectingeducation.org/ - An inter-governmental political commitment to protect students, teachers, schools, and universities from the worst effects of armed conflict.
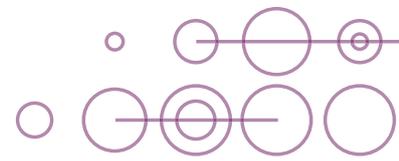
Appendix 5: Safe to Learn initiative quarterly technical work sessions

Partners will be responsible for continuing to drive the vision of Safe to Learn through their work, own organizations, and networks. Safe to Learn work will continue through regular communica-tion between partners. To facilitate and improve collaboration, as well as build on ideas outlined in the Strategic Roadmap, partners will also stay connected through a schedule of meetings and technical work sessions. The meeting frequency is suggested here; however, this cadence may shift as needed.

Monthly Coordination calls will replace the existing technical group fortnightly calls. They will be used to provide updates on partner activities and contributions to Safe to Learn, coordinate on key Safe to Learn communications and advocacy moments, share intelligence, address any administrative items or questions, plan quarterly work sessions or discussion items. They will also provide a forum for informal partner updates on key commitments made in Strategic Roadmap, collective action examples, and an opportunity to look ahead to identify potential partner collaboration. Monthly coordination calls will be facilitated by the Global Partnership to End Violence Against Children Secretariat.

Quarterly Technical Work Sessions will be used to engage in substantive discussion to workshop complex issues and address some of the outstanding work areas identified in this document. A list of proposed technical work sessions is included below and will include discussions on: extending the partnership, effective advocacy, financing, reporting progress, engagement and support for country level action in Call to Action countries, planning for 2021,etc. These meetings will be held in person for partners in New York, while other partners can participate remotely using interactive video conference call tools.

Semi-annual **Reporting and Strategy Safe to Learn Partner Meetings** will serve as structured convening moment; one will be at the technical level and one at the executive level. The Global Part-nership to End Violence Against Children Secretariat would look to arrange the first Safe to Learn Partner Meeting in the first half of 2020, for example margins of the World Bank spring meeting in Washington DC in 2020 (or another moment where most partners will be present). A meeting would be arranged for technical-level experts in the second half of 2020. Both these meetings will serve as a formal opportunity to assess our progress in meeting commitments at the individual partner level and the collective level, as well in addressing strategic strengthening of the initiative.

In 2020, Safe to Learn partners may use these work sessions as follows.

Q1: Safe to Learn Foundation. This session may explore:
1. Safe to Learn stocktake: What is each organization doing in each of the Call to Action countries? How does STL strengthen its offer, particularly for developed countries? How will STL partners drive collective action? How do Safe to Learn partners stay connected and aligned?
2. Measuring success: How will STL partners monitor and evaluate efforts? What specific indicators can and should be measured?
3. Financing: Do STL partners need financing for collective action? How much and from whom? What is our ask and message?
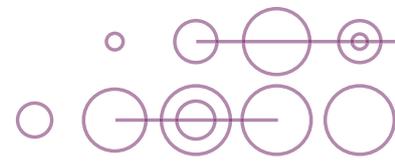
4. Extending the partnership: What 4-5 organizations might Safe to Learn partners consider engaging in 2020 to fill known gaps? How can Safe to Learn reach others outside of the technical partners to share tools and interventions?

Q2: Planning Collective Action. This session may explore:
1. Supporting country level action: Which countries will Safe to Learn partners prioritize for collective action? How do Safe to Learn partners work together in country? Mapping if and how partners are currently engaging in specific countries.
2. Strengthening the narrative: What are the 3-4 messages for leaders to use? Are there targeted policy calls that Safe to Learn partners could get behind? What key moments do Safe to Learn partners prioritize? How do Safe to Learn partners work together? Mapping if and how partners are engaging in specific countries, from an advocacy perspective.
3. Implementation planning: How might Safe to Learn implement the joint actions laid out in the Strategic Roadmap?
4. Check in key process indicators.

Q3: Delivering Collective Action. This session may explore:
1. Report out on progress to date and work session around next steps.
2. Research gaps: Can Safe to Learn partners identify gaps? What does a good knowledge platform look like?
3. Check in key process indicators.

Q4: Measure Progress to Plan the Future. This session may explore:
1. Review 2020 progress: Discuss process, output, and outcome level indicators
2. Planning for 2021. Key questions might include:
   a. How does the STL initiative practically bring youth, children, teachers, and country voices?
   b. How might STL partners address gaps in individual and collective activities?

Key Moments Calendar
Finally, Safe to Learn technical partners may stay particularly connected, and may drive concerted action for the following key moments.
January: Education World Forum
June: Commonwealth Heads of Government Meeting (CHOGM)
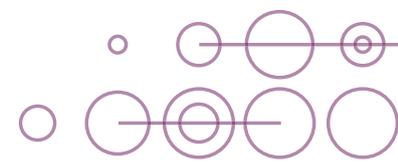**July:** High Level Political Forum for Sustainable Development
September: UN Solutions Summit; UN General Assembly
October: International Day of the Girl Child
November: Universal Children's Day; International Day Against School Violence and Bullying; International Bully Conference (TBD)
December: Human Rights Day

Appendix 6: **List of potential draft Safe to Learn messages**

Safe to Learn partners have begun to identify a series of messages to strengthen the narrative and generate political will. Those messages will highlight **why** school violence is a central global concern, and **why** addressing violence in and through schools is important; **how** to intervene to address school-related violence; and **what** Safe to Learn is and does to end violence in and through schools.

Key messages: why school violence is a global concern
- Violence in schools is a global issue. No country is free from violence in schools and over half of the world's children live in countries where violence in schools is not fully prohibited. Contexts vary, but every country has a responsibility to act to make children safe at school, and to end violence that prevents children from attending or staying in school.
- Every child has the right to protection from violence and to feel and be safe, and States have an obligation to fulfill this under the UN Convention on the Rights of the Child.
- School-related gender-based violence devastates the lives of millions of students & teachers globally. Only when we eliminate gender-based violence in schools can the gender-transformative potential of education be fully realized.
- Preventing violence has an intergenerational cost-benefit. The world's majority demographic, human, social, and economic capital cannot be built if children and young people aren't safe to thrive. Preventing violence in and through schools is money in the bank - the impacts of not doing so being far more costly to resolve.
- The SDGs cannot be achieved if violence in schools remains rampant. As the Decade of Delivery approaches, the furthest behind are still excluded from progress. If countries allow this trend to continue through tacit acceptance of violence in and through schools, the SDGs will be undermined.

Key messages: why schools are an important entry point
- **Schools offer an entry point** for working with families and communities to end violence against children more broadly.
- **Ending violence in schools drives multiple wins**. Safer schools will improve learning outcomes, better leverage education investments, shift norms and start to break the intergenerational cycle of violence.
- **Children and youth want to be safe to learn**. Children have a right to education, and there is strong demand to end violence in schools, much of it emanating from children and youth themselves.

Key messages: how to address school-related violence
- **Ministries of Education have a responsibility to create safe learning environments:** A systems approach and cross-ministerial coordination and collaboration are vital to ensuring safe environments for learning, including Ministries of Education taking responsibility for safety at school.
- **Evidence shows what works to end violence in schools:** implement and enforce laws to keep schools free of violence; shift 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
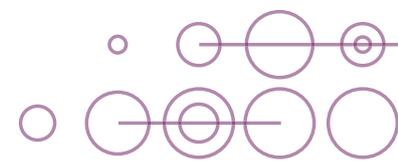
and teaching tools; help children recognize all forms of violence and develop trustworthy systems of reporting and response; and respond when children disclose violence in a child-friendly, safe and confidential manner.

- **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.
- **Efforts to end violence against children need to be inclusive**. Age- and gender-responsive approaches must be incorporated into programming, along with initiatives that reflect the needs of the most vulnerable children who are living in extreme poverty or are marginalized because of their ethnic, racial, sexual, or social group.
- **Teachers, school leadership, and community** can be champions of change and lead efforts to prevent and respond to violence in schools.
- **Collaboration and coordination are critical to success**. Existing experience, energy and evidence must be harnessed to inform comprehensive action and build further evidence on what works.

Key messages: what Safe to Learn is and does to end violence in and through schools

- **Safe to Learn** is a partnership initiative that brings together a strong coalition of actors working on violence, child rights, and education with a shared objective of ending violence in and through schools.
- **Safe to Learn partners have developed a Call to Action** which sets out in high-level terms what needs to happen to end violence in schools. It calls for strengthened policy and legislation, improved school-based prevention and response measures, and shifting social norms to end violence in schools, underpinned by the effective resource allocation and improved data and evidence. It is not intended to be exhaustive, but rather to highlight the key actions that evidence shows need to be taken.
- The Call to Action **recognizes the range of contexts and varying needs to tackle school violence**, as well as the need to work across many sectors, including gender, social welfare, health, and justice, and with all levels of the wider school community
- **Safe to Learn partners call on Governments - especially Ministries of Education, Health and Social Welfare - to endorse and implement the Call to Action and send a strong signal to the world that you are committed to ending violence in and through schools.** Implementing the Call to Action demonstrates support to end violence in and through schools, making them safe spaces for children and young people to learn, thrive, and grow.

This list is not meant to suggest that all messages should be used at all times or necessarily used together; rather it's meant to offer a range of common messages that could be used, depending on the audience and purpose. These messages will ensure partners are aligned in what they are saying and how the initiative is contextualized.

Safe to Learn