Foreign Affairs, Trade and Development Canada
Affaires étrangères, Commerce et Développement Canada

Canada

# Safety and Security for Children and Youth: Protection from Violence in and Around Schools

## A Foreign Affairs, Trade and Development Canada Guide for Programming to Make Learning Spaces Safe, Secure, and Free from Violence

January 2015

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Her Majesty the Queen in Right of Canada, 2014

PDF:  Catalogue No: FR5-90/2014E-PDF
ISBN: 978-1-100-25226-1
DFATD:  14-036

Printed in Canada

Cette publication est aussi disponible en français sous le titre
*La sécurité des enfants et des jeunes : la protection contre la violence à l'intérieur et à proximité des écoles*

www.international.gc.ca

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# Acronyms and initialisms

| | |
|---|---|
| AIDS | Acquired Immunodeficiency Syndrome |
| APP | Agency Programming Process |
| CAFS | conflict-affected and fragile states |
| CFS | child-friendly schools |
| CRC | (United Nations) Convention on the Rights of the Child |
| DAC | Development Assistance Committee (as in OECD-DAC) |
| DFATD | Foreign Affairs, Trade and Development Canada |
| EFA | Education for All |
| ICT | information and communication technology |
| IDP | internally displaced people |
| GESP | Girls' Education Support Program |
| HIV | human immunodeficiency virus |
| INEE | Inter-Agency Network for Education in Emergencies |
| IIEP | International Institute for Educational Planning (UNESCO) |
| MDG | Millennium Development Goal |
| MoE | Ministry of Education |
| NGO | non-governmental organization |
| ODA | official development assistance |
| OECD (see also DAC) | Organisation for Economic Co-operation and Development |
| PBA | program-based approach |
| PMF | performance monitoring framework |
| PRSP | poverty reduction strategy paper |
| PTA | parent-teacher association |
| RBM | results-based management |
| RC | recipient country |
| SADC | Southern African Development Community |
| SMC | school management committee |
| SSS | safe and secure schools |
| STI | sexually transmitted infection |
| SWAp | sector-wide approach |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |

# 1. Introduction

Securing the future of children and youth is one of the Government of Canada's five priorities for international assistance. The Children and Youth Strategy places children and youth at the centre of Canada's work to improve development outcomes. This strategy recognizes that "investments in health, education and other sectors cannot yield sustainable improvements in the lives of children and youth if protection and security issues are not addressed."[1] The third path of the strategy aims to ensure safe and secure futures for all girls, boys, and youth, including safety and security (i.e. protection) in and around schools.

This strategic priority is a response to the growing recognition within the international community that children's rights to protection and education are interrelated. Children and youth, especially girls and other vulnerable groups, need safe, secure, and protective learning environments to benefit fully from investments in education. The provision of safe, secure, and abuse- and violence-free learning environments is a necessary condition for equitable access to education, and is at the heart of good-quality education that ensures strong learning outcomes and school completion for all girls, boys, and adolescents.

Despite national and international commitments upholding the rights of children, 300 million children and youth worldwide[2] are still subjected to violence, exploitation, and abuse, particularly girls and young women. In many instances, schools do not act upon the best interests of the child, and expose them to harmful situations and to violence. In doing so, they deny their right to education and protection as outlined in the United Nations Convention on the Rights of the Child (1989). Gender norms, harmful practices, poverty and a culture of exploitation and violence contribute to insecurity in and around schools. This is further aggravated in emergencies and in fragile and conflict-affected states.

Addressing safety and security issues in schools requires creating an enabling policy environment and ensuring appropriate mechanisms are in place to eliminate all forms of harm (physical, sexual, and emotional abuse, exploitation, and neglect) that children and youth, especially girls, experience in school and on the way to and from school.[3] It also entails the creation of a culture of inclusion and tolerance promoted through curriculums, through the application of participatory and child-centered approaches, and overall by an enhanced quality of educational services.

Organizations such as UNICEF; the United Nations Educational, Scientific and Cultural Organization (UNESCO); Plan International; Save the Children; ActionAid; the United States Agency for International Development (USAID); and the French Agency for Development, as well as global education and protection networks such as the Inter-Agency Network for Education in Emergencies (INEE) and the Child Protection Working Group (CPWG) have

1. Canadian International Development Agency. *Securing the Future of Children and Youth - CIDA's Children and Youth Strategy*. 2009, p.6.
2. UNICEF Canada website: http://unicef.ca/en/help-a-child.
3. Pinheiro, Paulo Sergio. Report of the independent expert for the United Nations study on violence against children, United Nations, New York, 2006.

done a lot of work to ensure schools are safe and protective spaces for children and youth. However, due to the complex nature of the issue and the differing socio-cultural and economic contexts, programming and policy dialogue in this area have taken various forms. With its work in making schools safer and more secure, Foreign Affairs, Trade and Development Canada (DFATD) hopes to contribute to a comprehensive, equitable, gender-sensitive approach to child protection in education.

This guide was developed as a resource geared at DFATD officers and partners for assessing, planning, implementing, monitoring, and evaluating programs, projects, and activities that have a focus on safety and security in and around schools. It identifies current child protection challenges in the education sector, and the main factors to consider in addressing them, including the importance of an effective collaboration between responsible government departments, especially the ministry of education. This tool also presents ways of supporting partners, national, and local stakeholders to provide safe and supportive learning environments for girls, boys, and youth through results-based and rights-based approaches within a gender equality perspective.

## 1.1. Safe and secure school: definition

A safe and secure school offers a positive and welcoming school climate for all students without discrimination. It provides a learning environment in which all boys and girls are "free from fear, anxiety, danger, disease, exploitation, harm, or injury."[4] Such an environment promotes safety, inclusiveness, gender equality, academic support, healthy interpersonal relationships, child participation, and freedom from discrimination and abuse. It recognizes special needs and gives particular attention to gender-based violence, abuse of marginalized girls, boys, and youth, and to the inclusion of those who are hard to reach.

Safe schools and learning spaces[5] offer a physical environment (including the school building, the school premises, and equipment) that protects children and youth from physical harm and from harmful outside influences. They feature infrastructure that respect security standards, is resistant to earthquakes and other natural disasters, and is free from hazardous materials. School infrastructures should also take into account specific needs of diverse groups of children (separate latrines for girls and boys, accommodations for children with disabilities, etc.)

A safe and secure school "creates a healthy, safe, and protective environment through the provision of school-based health, nutrition, water and sanitation services, and codes of conduct against violence."[6] Referral mechanisms ensure that basic social services are immediately available to all children and youth, especially those in need of special protection.

A safe and secure school equips girls, boys, youth, parents, educators, administrators, and community members to become active agents in demanding violence-free schools. It promotes the use of positive discipline methods and of child-centered pedagogy that fosters active learners' participation in the education process with a better chance for achievement and retention in the school system for all children. It enables students, teachers, school staff, and parents to create a culture of mutual respect and upholds human rights. Mechanisms are put in place, with male and female students' active participation and with community support, to prevent violence (including gender-based violence and abuse) within and around schools. It also ensures that violent incidents are reported, that victims receive proper care and support, and that perpetrators are identified and reprimanded accordingly.

4. UNICEF. *Child-friendly Schools Manual*. Chapter 5: Schools as Protective Environments. 2009. p.3.
5. The expressions "learning environments" or "education settings" include both schools and non-formal learning spaces.
6. UNICEF. *Child-friendly Schools Manual*, op. cit.

Finally, a safe and secure school has plans and frequent practice drills in place to allow for a prompt and safe reaction in situations of emergency, conflict, post-conflict, and fragility.

Additional definitions are provided in **Annex B**.

## 1.2. Background

### 1.2.1. International commitments to safety and security in education

The UN Convention on the Rights of the Child (1989) commits the global community to protecting children's rights, which includes giving all children and youth access to good-quality education. The convention and its optional protocols, in line with the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly (Article #10), commit all signatory states to recognize the right of all girls and boys to an education that:

- establishes norms of tolerance and non-abuse, including discipline methods "consistent with the child's human dignity" (Article 28);
- supports the development of each "child's personality, talents, and abilities to their fullest potential" and prepares each child to live as a responsible citizen "in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples" (Article 29);
- safeguards the child "from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation, including sexual violence," while he or she is in school and in the care of teachers (Article 19);
- takes appropriate measures for the "physical and psychological recovery and social reintegration of children victims of: any form of neglect, exploitation or abuse; … or armed conflicts," in an environment that fosters their "health, self-respect, and dignity." (Article 39);
- makes special provisions for children with disabilities "in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development" (Article 23).

The issue of violence against children received international attention through the 2006 UN Study on Violence against Children, which addressed violence against children in five settings: the family, schools, alternative care institutions and detention facilities, places where children work, and communities. The study was followed by the appointment of a Special Representative of the Secretary General on Violence against Children in 2009 as a global independent advocate to catalyze actions in all regions, and across sectors and settings where violence may occur.

In line with the Geneva Conventions of 1949 and its additional protocols, under the leadership of the Office of the Special Representative of the Secretary-General for Children and Armed Conflict,[7] international humanitarian laws stipulate that both schools and hospitals are protected civilian objects, and must be zones of peace where children are granted protection even in times of conflict. In July 2011 attacks on schools and hospitals were added as a trigger to the Security Council's Resolution 1612 Monitoring and Reporting Mechanism on children and armed conflict.

These commitments aim to ensure that all children, and particularly those who are already at risk of suffering harm, have access to safe educational settings and are protected while learning.

7. United Nations. *Secretary-General's 10th Annual Report on Children and Armed Conflict*. April 23, 2011.

### 1.2.2. Canadian commitment to safe and secure futures for children

Canada has long been a world leader on children's rights. Among other accomplishments, Canada co-chaired the World Summit for Children (1990), helped draft the United Nations Convention on the Rights of the Child (CRC), and continues to influence international commitments related to children.

The promotion and protection of human rights is an integral part of Canadian foreign policy, and it is because of the unique vulnerability of children that their rights are of priority concern. Key examples of our leadership in this area include:

- Canada has played a leadership role in building international momentum to address child, early and forced marriage. Most recently, in the fall of 2014, we co-led with Zambia the first substantive United Nations resolution on the issue, which was adopted by consensus with 116 co-sponsors.
- Canada chairs the Group of Friends of Children and Armed Conflict at the United Nations.
- As part of Canada's involvement on labour and employment matters, including child labour, at the Hague Global Conference on Child Labour in May 2010, Canada strongly supported the negotiation and adoption of an outcome document aimed at "substantially increasing" global efforts to eliminate the worst forms of child labour by 2016.
- In 2012, the Government of Canada launched the National Action Plan to Combat Human Trafficking for forced labour or sexual exploitation, including child trafficking. The plan is guided by the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children.

Canada has long supported programming in advancing the protection of children and youth. Canada gained international recognition through its Child Protection Action Plan (2001–2005), which guided research, programming, and policy dialogue on child protection, children's rights, and child and youth participation. Canada's 2000–2005 Basic Education Action Plan acknowledged that quality basic education is a "powerful form of child protection"[8] and supports the development of educational systems and schools that promote values of respect for human rights, peace, and tolerance.

The Children and Youth Strategy's third path focuses on safe and secure futures for children and youth. In this regard, DFATD works toward:

- strengthening and implementing national protection frameworks to safeguard the human rights of children and youth and build capacity in the public sector to protect children and youth, particularly girls, at risk of violence, exploitation, and abuse;
- ensuring that schools are safe and free from violence and abuse and are child-friendly learning environments; and
- supporting efforts for youth at risk to engage as productive members of their societies and to find alternatives to violence and crime.

The department recognizes that safety and security issues affecting children and youth are critical in achieving programming results within the Children and Youth strategy, and in ensuring they have the best chance of becoming healthy, productive adults. Through its programming, DFATD promotes learning environments that are safe, accessible, and inclusive, and ensure equality between boys, girls, women, and men. While pursuing those objectives, special attention is paid to areas such as environmental sustainability, human rights, and

8. Canadian International Development Agency. *CIDA's Action Plan on Basic Education*. April 2002. p.6.

governance. DFATD also works to ensure that children and youth living in a context of emergency, conflict, and fragility have access to relevant and appropriate services and opportunities.[9]

### 1.2.3. Safety and security in schools: the challenges

In spite of growing worldwide efforts to address the issue of child protection, specifically safety and security in schools, states parties to the CRC acknowledge that "there remain significant gaps in the effective protection of children,"[10] and most developing countries face a number of challenges in this regard. These include:

- the lack of strong legislation, policy, and regulatory frameworks (at national and local levels) for protecting children in and around schools or non-formal educational settings;
- gaps in school administrators' and teachers' training programs with regard to the use of appropriate alternative ways of exercising discipline, and their ability to provide inclusive, gender-sensitive stable learning environments that empower children and youth to protect themselves and their peers;
- gaps within existing curricula and learning materials related to human rights, gender equality, inclusivity, and peacebuilding;
- the poor quality of school infrastructure and physical environment;
- the lack of school-based and community-based protection mechanisms to prevent and address (including reporting and support services) violence and abuse occurring within and around schools;
- the low level of awareness among families and communities as regards children's rights (including gender equality) and school-based violence;
- the lack of attention, guidance and support from teachers' organizations; and
- the dearth of data on child protection issues (including safety and security in schools, especially as regards gender-based violence) for evidence-based advocacy and policy development.

Overall, there is a need for a cultural shift in many countries toward changing practices and behaviors with regard to child protection. This shift requires long-term national commitment and investments.

The gaps outlined above result in unsafe and insecure educational settings for millions of children and youth, especially for marginalized groups and for girls. Inadequate safety and security in schools can include lack of physical safety (including failure to protect children against health hazards, traffic accidents and other physical harm), insecurity, abuse or violence, whether imposed on students or generated among them. According to Plan International, 246 million boys and girls are victims of school-based violence around the world each year.[11] The 2012 UN Survey on Violence against Children revealed that only 20 percent of responding states report having a comprehensive ban on corporal punishment in all settings; corporal punishment, such as beating and caning are still a current practice in schools in a large number of countries. Recent studies in west and central Africa indicate that more than 50 percent of schoolchildren reported being beaten or subjected to other degrading punishments.[12] The same situation is found in other parts of the world, for example in

9. Canadian International Development Agency. CIDA's Children and Youth Strategy, op. cit. p.3.
10. United Nations. *Annual Report of the Special Representative of the Secretary-General on Violence against Children*. August 2012. p.16.
11. Plan Canada. *A Girl's Right to Learn without Fear, Working to End Gender-based Violence at School*. Canadian Edition. Toronto, 2012. p.13.
12. Antonowicz, Laetitia. "*Too Often in Silence: A Report on School-based Violence in West and Central Africa*" commissioned by UNICEF, Plan West Africa, Save the Children Sweden West Africa and ActionAid, 2010. p.19.

South Asia and the Pacific where "physical punishment and other forms of abuse in school are considered by teachers, parents, and children to be part of the education process."[13]

Girls' sexual harassment and exploitation by schoolteachers is also a current trend in several countries. In all of the African settings where questions were asked about bullying, the World Health Organization Global School-based Health Survey found that more than half of all students reported they had been bullied within the last 30 days.[14] Both education staff and students can be responsible for psychological violence or bullying toward students. Children with disabilities, those from minority groups, as well as migrant and refugee children are at heightened risk of abuse, neglect, stigma, and exploitation.

Children and youth are also exposed to violence on their way to or from school. In this regard, most studies in the west and central Africa region[15] report a fair amount of sexual abuse, especially against girls, perpetrated by adults, generally men, on the children's way to school. These adults can be known to the children (family friends, bus drivers) or not (young men in the community, soldiers in conflict or post-conflict areas). In Ghana a recent study reveals that 39.5 percent of perpetrators of sexual abuse of children on the way to school are neighbours, 12.8 percent are relatives, and 13.7 percent are male adults in the community. The same trends are observed in other regions of the world (South Asia and the Pacific, for instance). In Latin America, another issue is the insecurity created by gangs and child trafficking in or near schools. A 2002 UNESCO Brasilia[16] study revealed that 4 percent of students surveyed had a firearm to protect themselves in and around schools.

According to the 2011 Report of the Special Representative of the Secretary-General on Children and Armed Conflict,[17] attacks against schools are a significant concern and a growing trend. The infrastructure of schools has been physically destroyed by armed actors, and students and educational personnel have been attacked, threatened, or intimidated. In some situations, girls and girls' schools have been specifically targeted. The use of schools by armed elements has, in certain circumstances, compromised the civilian nature of schools and put students and teachers at risk. In conflict-affected areas, school-aged children are at higher risk of being recruited in armed forces, especially in a context of poverty.

The consequences of violence and exploitation in and around schools are wide ranging and varied. They include physical injuries, HIV infection, and/or other sexually transmitted infections, unwanted pregnancies, psychological trauma, depression, and school dropouts. The UN Study on Violence against Children confirms that violence has an impact on a child's ability to get to and from school, to learn effectively while in school, and to remain in school long enough to reap the benefits of education.[18] This limits children and youth ability to transform their lives and to become vectors of change in their communities. Those negative outcomes are aggravated in emergencies and in conflict-affected countries, as well as in fragile states where the children's environment is rather precarious and does not offer proper safeguards and support.

13. *East Asia and the Pacific Violence against Children in Schools*, Issue # 7. Coalition of Agencies, Lead Agencies: Plan International and UNESCO. Copyright 2006. p.2.
14. Antonowicz. Laetitia, op.cit, p.30.
15. Antonowicz. Laetitia, ibid., p.23.
16. Abramovay, Miriam and Maria Das Gracas Rua. *Violencias nas Escolas*. UNESCO, Brazil, 2002.
17. United Nations. *Report of the Special Representative of the Secretary-General on Children and Armed Conflict*. April 2011. p.49.
18. Pinheiro (2006). op. cit.

# 2. Elements of programming for making schools safe, secure and protective

Recognizing the crucial importance of education in safeguarding children's rights and violence-free schools as catalysts for non-violence in the communities they serve, in 2011 the Special Representative of the Secretary-General on Violence against Children joined the Government of Norway and the Council of Europe in the organization of an expert consultation on this topic. The meeting called for a multidimensional strategy and established five good practice principles of safe school.[19]

Canada recognizes the enormous potential of quality education as a basis for poverty reduction, social development, and economic growth in DFATD's partner countries. In line with the Children and Youth Strategy, the department supports education and child protection reforms through several aid modalities, including through general and sector budget support as well as project-based support. In partnership with Canadian organizations, DFATD supports local initiatives to increase access to quality basic education and to learning opportunities for all children and youth, especially for girls and other marginalized groups. Canada's contributions are anchored in the principles of aid effectiveness—ownership, alignment, coordination and harmonization, managing for results, and mutual accountability—that provide a reference point for increasing the coherence, impact, and effectiveness of the department's educational programming.

This section of the guide will explore **key programming considerations** for making schools safe, secure, and protective. The protection component can be integrated into all aspects of the educational process (including policy, curriculum, teacher training, school inspection, assessment, and infrastructure). DFATD programming will support two levels of intervention, which are the:

- upstream work with governments and other stakeholders (through program-based approaches (PBAs) and in the context of multilateral and bilateral projects and programs) to create (both at the national and local levels) an enabling policy environment for children and youth safety in schools and educational settings; and
- development and implementation of local community- and school-based initiatives (through specific projects and programs) that promote safety and security in educational settings (among them, targeted activities for the inclusion of boys and girls in need of special protection).

Special consideration should be given to disaster risk reduction and to education and protection in emergencies in conflict-affected countries and in fragile states.

19. Those principles are:
    - holistic, participatory, and child-centred strategies to end violence in school;
    - partnering with children to counter the invisibility of violence;
    - strengthening the crucial role of teachers and school staff through the provision of necessary skills, training, support and resources;
    - availability of data and research on violence in schools to capture the hidden face of violence and address its root causes; and
    - strengthening children's legal protection from violence through an unambiguous legal prohibition of all forms of violence.

## 2.1. Creating an enabling policy environment for children and youth protection and for safer and more protective learning environments

In the 2011 survey carried out by the UN Special Representative,[20] several governments acknowledged that existing child protection frameworks are fragmented and/or at various stages of development. Only in very few cases do sector policies and regulations address violence in all settings (including schools and other learning environments).

To achieve large-scale and sustainable positive impact, initiatives to make schools free from violence must be supported by a comprehensive legislative and policy framework, fall within a wider national child protection agenda, be mainstreamed within and throughout the education sector and be incorporated into other relevant sectors (i.e. health, governance and civil society, justice, social services, planning). Laws, policies, professional standards, and school regulations that prohibit exploitation and violence are an important step in making sure students are protected at school.

These mechanisms are most effective when harmonized across all levels (intergovernmental, national, local, and school levels) and when they are publicized, enforced, monitored, and respected. Participatory processes, including all stakeholders (policy makers, parliamentarians, planners, donors, development partners, civil society organizations including teachers' unions, local authorities, women's groups, human rights organizations, religious leaders, communities, parents and youth representatives) are a key factor for success. Stronger accountable teacher associations could play a prominent role in promoting safer learning environments.

In consolidating these policies, it is important to ensure they are:

- embedded in a broader national protection legislative and policy or framework, through participatory process;
- integrated into and aligned with child protection policies;
- supported by cross-sector and cross-ministerial coordination;
- coupled with strategies to remove the pressure on students (especially girls and marginalized children) to accept violence, and to eliminate gender inequalities and gender-based violence;
- evidence-based, which requires a centralized mechanism to record, report, and monitor violence in and around all types of educational institutions;
- accompanied by schedules of implementation, monitoring, and evaluation; and
- supported by adequate financial resources.

***DFATD's support for an enhanced enabling policy environment[21] could take various forms, such as:***

- policy dialogue with senior government officials, development agencies, and other stakeholders such as the private sector and civil society organizations (for example, through the local educational group and local donor groups) on the importance of safety and security at school for the achievement of Education for All[22] goals and other national priorities such as health and sustainable economic development;

20. United Nations. *Annual Report of the Special Representative of the Secretary-General on Violence against Children*, op. cit . p.16.
21. Moore,K., N. Jones, and E. Broadbent. *School Violence in OECD Countries*. Plan International. May 2008. See Framework for National Policy approaches to school bullying and violence. p.11 .
22. Launched in 1990, at the World Conference on Education for All, the Education for All movement is a global commitment to provide quality basic education for all children, youth, and adults. Six internationally agreed education goals (adopted in 2000) aim to meet the learning needs of all children, youth, and adults by 2015.

- technical and financial support to governments to assess needs and develop inclusive, country-owned protection plans and programs, which includes the development of a consolidated policy on safety and security in school that pulls together scattered policy elements and regulations into one document (including a communication plan);
- technical and financial support to develop norms and regulations to ensure safer physical (for example, building norms) and social environments within schools;
- technical and financial support to teacher associations for developing and implementing ethic rules and codes of conduct that include child protection, equity, and gender equality;
- technical and financial support for the development of national gender-sensitive and inclusive curriculums and teacher training programs that address child rights (including child participation) and child protection, and promote peace, tolerance, and safety;
- capacity building on child rights and on safety and security at school for policy makers and senior managers of line ministries involved in children's protection (education, health, justice, protection, women, etc.) in order to help them understand how to integrate protection issues (including gender equality) into their sector plans and related policies and programmatic tools;
- technical and financial support to research gender-disaggregated data collection and analysis (including situation analysis or baseline survey) on the overall protection policy environment, school-related protection issues, and existing promising practices for scaling up;
- technical and financial support to civil society organizations to build their capacities to advocate for child protection and for more safety and security in and around educational settings, and to support innovative approaches to addressing school safety and security;
- advocacy for a holistic and multisectoral approach to child protection issues (including safety and security in schools) and for the allocation of adequate resources within sector budgets; and
- capacity building to track and monitor national statistics.

## 2.2. Strengthen schools as agents of protection

Schools and educational systems are social organizations. As such, they have their own culture that will influence the attitudes and behaviours of staff, students, and the community toward safety, discipline, gender norms, tolerance of abuse and violence, and the values and practices that are, and are not, considered "acceptable" in school management, and interpersonal relations. Therefore, they are "uniquely placed to break the patterns of violence by giving children, their parents and communities the knowledge and skills to communicate, negotiate and resolve conflicts in more constructive ways."[23]

**DFATD Project Example**

In Mozambique, where DFATD, in collaboration with other donors, is supporting the Government of Mozambique's Education Sector Strategic Plan through Canada's Assistance to Education in Mozambique program, a presidential decree was passed that deals with, among other things, sexual abuse and harassment of girl students by their teachers. The decree identifies measures to expel teachers who sexually harass their students (Ruling 39/GM/2003). The department has since been involved in various ways to enable the implementation of the decree, including technical support for facilitators delivering teacher training related to the decree.

23. United Nations. *Annual Report of the Special Representative of the Secretary-General on Violence against Children*. 2006, op. cit.

This is very important to consider the *school as a whole*, as opposed to just focusing on the classroom level, to ensure that students, especially girls and children from other vulnerable groups (e.g. children with disabilities, children from minority groups), are safe in all school spaces, including on their commute to and from school.

In this process, there is a need to give prominence to children's role in their own safety and security. Consequently, engaging students in participatory activities that enable them to define safe and good schools would make them active participants in creating safe and secure schools, and not passive beneficiaries of what is created for them.

***DFATD's support for strengthening schools as agents of protection could take various forms, including:***

- implementing awareness-raising activities within schools and communities (with media support when possible) to promote children's rights and change attitudinal barriers against child protection and gender equality;
- developing and applying codes of conduct for both school personnel and students to create a climate of respect and security for all;
- ensuring that students, staff, school-based structures, and families are knowledgeable about codes of conduct and school rules, and that those are supported by appropriate resources and sanctions;
- ensuring that the physical environment (including school premises and equipment) within and around schools respects safety norms;
- ensuring school administrators' and teachers' training on positive classroom management techniques[24] and child-centered pedagogy, and providing regular supervision;
- ensuring that school staff, school-based committees, and students are knowledgeable about inclusive approaches;
- empowering school administrators and school staff to apply inclusive methods (including the use of local languages);
- ensuring that teaching and learning materials are free from discriminatory biases;
- having a person on staff at the school that has been trained to provide gender-sensitive guidance and support to male and female students;
- active monitoring of the school environment by school personnel and school-based structures (including students) that look out for ways in which schoolchildren and youth may be at risk of violence;
- putting tracking systems and tools in place for monitoring students at risk of being subjected to violence and abuse, in collaboration with non-educational partners (police, courts,

**DFATD Project Example**

The Save the Children Netherlands Quality Primary Education in the South project in Kandahar, Afghanistan, for the period 2008–2013, assisted schools and communities to create educational spaces where all children receive quality education. Efforts included teacher training in disciplinary practices that are alternatives to corporal punishment, improved school structures (water, sanitation, and building repairs based on the needs of the school), and child participation in student groups. Teachers, school professionals, government officials, and community members were trained on child-friendly school concepts, including active learning, health education, child rights, self-esteem, and child psychology.

This project contributed to the provision of access to education to 2,800 children (46 percent female).

24. Antonowicz, Laetitia. *Too Often in Silence–Annotated Bibliography* (Section 3.5). List of resources pertaining to non-violent methods of discipline. UNICEF, Plan West Africa, Save the Children Sweden West Africa and ActionAid. 2010.

community-based organizations) and with existing protection services;

- identifying, through participatory processes, the general status of gender equality in the daily life of the school and the gaps to be filled in for enhancing girls' safety, with women and girls' involvement;[25]
- encouraging the meaningful participation of girls (for example, by ensuring girls' representation on student councils and other forums where school-based violence issues are openly discussed or through mentoring programs with female models);
- implementing strategies to empower male and female students for their effective participation for the promotion of non-discriminatory and non-violent practices for building their resilience and enabling them to protect themselves and their peers from abuse and violence (for example, through life skills programs and peacebuilding education, participation in children's clubs or governments, sports for development or cultural activities);
- implementing targeted initiatives for children and adolescents in need of special protection, such as children with disabilities, HIV/AIDS-affected children and youth, sexually exploited children, working children, children from minority groups, conflict-affected children, and other vulnerable groups;
- developing mechanisms to protect students on their commute to and from school (including the provision of free transportation) with their active participation;

**DFATD Project Example**

Kenya's national Gender Policy in Education (2007), developed with Canada's support under the Kenya Education Sector Support Programme, includes an objective to eliminate sexual harassment and gender-based violence. To achieve this goal, the government committed to the following strategies:

1. Revise the teacher training and school curriculum and provide in-service teacher training in gender-responsive pedagogy.
2. Establish mechanisms and capacity building of education managers to establish and support anti-gender-based violence programs.
3. Implement gender-responsive safety and security measures.
4. Integrate and infuse gender-sensitive sexual maturation and reproductive health (RH) issues in the curriculum and co-curricular activities.
5. Train teachers and health providers to recognize and be responsive to the emotional and psychological needs of female and male learners, especially adolescents.
6. Institute empowerment programs for girls and boys, including developing information, education, and communication materials on gender and sexual maturation.
7. Provide youth with gender-friendly RH facilities and services.
8. Establish and strengthen guidance and counselling departments at all levels in the education sector.
9. Sensitize school management committees and parent-teacher associations on their role in the provision of appropriate and adequate sanitary facilities for learners and teachers.
10. Institute follow-up programs on girls and boys who drop out of school or are adversely affected by pregnancy; forms of sexual, gender-based violence; and other socio-cultural barriers.
11. Institute monitoring, evaluation, and accountability measures for progress and impact assessment.

25. Canadian International Development Agency. Gender Equality in Education Tip Sheets. June 2010.

- creating safe, accessible, free, and confidential reporting mechanisms that are known (inside the school and/or in the community) to children, parents, and teachers; and
- putting in place strategies and procedures for the psychological and physical recovery of victims of violence, especially of sexual abuse. Effective support systems must be comprehensive (including medical, legal, and psychosocial assistance) and be staffed with qualified professionals; they should be supportive and empowering for the victims.

**DFATD Project Example**

The Right to Play Program, which ended in January 2014, used sport and play as tools to engage girls, boys, and youth in the following areas: life skills development (including leadership, discipline, tolerance, and teamwork), disease prevention (such as malaria and HIV/AIDS), inclusion (including child protection, children's rights, vulnerable children/youth, and gender equality), and institutional strengthening of civil society organizations.

Main results include:

In Benin, an increased focus on child protection has resulted in a significant decrease in the fear of reporting child abuse cases, which has yielded an increase in reports. The more stakeholders, such as the heads of social centres and police, are involved in planning and training workshops, the more likely they are to collaborate and support community members to manage and act on the violence cases reported.

In Ghana, Child Rights Clubs reached out not only to in-school children, but also to out-of-school children, communities, and individual households on child rights and protection issues.

In Rwanda, the involvement of key policy and decision makers in program implementation has been important to generate awareness, support, and buy-in broadly.

School and community ownership, through participatory approaches in the development of codes of conduct and the establishment of protection mechanisms, is important in keeping learning environments safe for students.

## 2.3. Introducing special school safety and security measures in situations of emergency, conflict, post-conflict, and fragility

Children and youth are especially vulnerable to various types of violence (including school-based and gender-based violence) in the context of emergencies, conflict, post-conflict, and situations of fragility. The safety and security of children and youth is especially challenging in fragile and conflict-affected states, where women and girls are particularly vulnerable to sexual violence, and boys and girls are at times coerced into armed groups or criminal gangs. Contexts marked by armed violence also impede the access of children and youth (especially displaced children) to social services, as well as opportunities to contribute constructively to their communities. "The many risks facing these girls and boys have a devastating impact on their well-being, physical security, and future."[26]

Schools can be the heart of a community affected by such situations and can foster intra-community trust and children's sense of normalcy. "Quality education saves lives by providing physical protection from the dangers and exploitation of a crisis environment."[27] In collaboration with other sectors, especially health and protection, schools play a key role in mitigating the adverse conditions created by a crisis or emergency, and in building children's and communities' resilience while promoting

26. Global Protection Cluster. *Minimum Standards for Child Protection in Humanitarian Action*. Funded by Save the Children, Terre des Hommes, UNICEF. 2012. p.4.
27. Inter-Agency Network for Education in Emergencies. INEE (2010), *Minimum Standards For Education, p.2.*

transformational development.[28] To do this, schools need to be inclusive, gender-sensitive, transparent, accountable, and participatory in engaging students and their caregivers as jointly responsible for creating a safe and stable learning environment for all children and youth.

***DFATD's support for fostering child protection in schools in the context of emergencies, conflict, post-conflict and situations of fragility could take various forms, such as:***

- supporting emergency preparedness and ensuring that the planning of the educational response takes into account child protection matters;[29]
- working in conjunction with humanitarian child protection experts to determine whether schools can be used as child-friendly spaces (CFS);
- fostering collaboration among education-related and protection agencies to track children, especially the most vulnerable (for example, internally displaced and refugee girls and boys), and to move them into safe temporary schools;
- ensuring that teachers reflect the diverse religious, ethnic, geographic, and gendered composition of society and are not biased toward a particular group;
- supporting educational workers in adopting a code of conduct for teachers, school staff, members of school-based committees, and students;
- working with school management committees and local authorities to ensure that internally displaced people (IDP) and refugee populations are not housed in the schools;
- providing training and support to school staff and networks of parents, caregivers, and community-based organizations to ensure regular, gender-aware monitoring of school-based violence, coupled with the implementation of child-centred recovery actions;
- ensuring that schools are "zones of peace" and armed personnel are not present in them;
- developing (or reviewing) culturally, socially, and linguistically relevant gender-sensitive curricula, that are appropriate to the particular context and needs of learners,[30] including their ability to identify and report child protection risks in and around educational facilities;
- providing life skills and livelihood skills training to youth, especially adolescent girls, to enable them to build their resilience and cope with the challenges they face;
- establishing and using regular sex- and age-disaggregated data collection and management systems to track changes in attendance and learning outcomes;
- providing physically safe and secure temporary school structures and maintaining them over a sufficiently long period to enable negotiation between government and communities as to where to locate permanent schools so they are safe;
- ensuring that schools are rebuilt using child-friendly building standards and new building materials that are better able to withstand natural disasters;

28. USAID. *Education and Fragility: An Assessment Tool*. September 2006.

29. Global Protection Cluster. op. cit. p.175.

30. Inter-Agency Network for Education in Emergencies. INEE. *Guidance Notes on Teaching and Learning*. New York, 2010.

- keeping management and decision making to rebuild schools as close as possible to the community (including equal participation by men and women) to ensure regular monitoring of the implementation of recovery actions;
- working with educational staff to develop and use child protection messages on issues such as separation, explosive remnants of war, etc., and to run risk disaster reduction activities (with the active involvement of girls, boys, and youth);[31]
- setting up referral systems so that those working in educational facilities can effectively refer children with protection needs to child protection workers;[32]
- supporting policy dialogue and lobbying for the links between education and child protection to be explored in evaluations and resource allocation processes such as a post-disaster needs analysis or post-conflict needs analysis;[33]
- if the emergency occurs in a situation of conflict:
    - initiating actions to engage children and young people in issues of peace, conflict resolution, and cooperation;[34]
    - ensuring all boys, girls, and youth are able to continue their schooling in conditions that are physically safe, psychologically supportive, and free from abuse;
    - providing distance learning where it is too dangerous to attend classes[35] or relocating schools within community homes to make them less-visible targets;
    - making provisions for teachers' physical safety (especially female teachers) and supporting their psychosocial recovery and continued professional development to enable them to better cope with their own stress and with trauma-affected students;
    - working with government, non-governmental organizations, and communities to create alternative educational opportunities to respond directly to the needs of at-risk children and youth who may drop out of school and be recruited as soldiers; and
    - putting into place mechanisms to help reintegrate war-affected children into schools where possible.

For additional project and program samples addressing violence, exploitation, and abuse in and around schools, refer to **Annex C**.

31. Global Protection Cluster. op. cit. p. 174.
32. Global Protection Cluster. ibid.
33. Global Protection Cluster. ibid.
34. For more information and further resources regarding education in emergencies, visit the resource database of the Inter-Agency Network on Education in Emergencies (INEE) <http://www.ineesite.org/index.php/resourcedb/>.
35. O'Malley, Brendan. *Education under Attack: A global study on targeted political and military violence against education staff, students, teachers, union and government officials, and institutions*. UNESCO, Paris, 2007.

# 3. Sample results statements for safety and security in schools

Child protection in schools is a relatively new field of specific intervention in DFATD programming. Therefore, it is very important that the expected outcomes for programs and projects addressing the issue of security at schools are clearly identified.

Different countries have different children and youth needs, issues, and priorities; therefore, outcomes and indicators may vary. Given the many factors influencing safety and security in schools, there is likely to be a large number of potential outcomes (immediate and intermediate) and indicators. It is important that these outcomes and indicators are *relevant and appropriate, clearly defined, trackable* (i.e. amendable to reflect regular data collection and analysis), *unambiguous*, and include gender equality results at the intermediate level.

For a sample list of outcomes and indicators related to safety and security at schools, refer to **Annex D**.

# 4. OECD-DAC coding for safe and secure schools

Organisation for Economic Co-operation and Development–Development Assistance Committee (OECD-DAC) donors are asked to identify the appropriate sector codes to allow for financial tracking of development initiatives. More information on OECD-DAC sector codes and their definitions can be found at http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oa/index.aspx?lang=eng.There are no OECD-DAC codes specific to safe and secure schools. This means that, at the present time, DFATD and other donors can only account for specific school safety and security programming using existing education codes.

Table 1 provides information on OECD-DAC codes relevant to Safe and Secure Schools programming. Examples of activities related to Safe and Secure Schools are presented under each code. Activities related to Safe and Secure Schools fall under DFATD's Children and Youth Strategy (http://www.international.gc.ca/development-developpement/assets/pdfs/children-youth-strategy-e.pdf).

**Table 1: Complete list of OECD-DAC codes relevant to Safe and Secure Schools programming**

| OECD-DAC Code | Description | Examples of activities |
|---|---|---|
| 11110 | Education policy and administrative management | • Support to policy, planning, and programming for child protection and safety/security in schools issues (including the development of a multisectoral framework to address violence in schools)<br>• Institutional capacity building (including local governments) on child protection and safety/security in schools<br>• Support to school management and governance for child protection and safety and security in schools (including the development of codes of conduct)<br>• Curriculum and materials development for the inclusion of safety and security/school-based protection issues |
| 11120 | Education facilities and training | • Building of secure gender-sensitive and inclusive school buildings, boarding facilities, fences, and other infrastructure<br>• Provision of gender-sensitive and inclusive equipment<br>• Provision of gender-sensitive and child-friendly teaching and learning materials<br>• Training on child protection, inclusion, and gender equality for school support staff and school-based committees |

| OECD-DAC Code | Description | Examples of activities |
|---|---|---|
| 11130 | Teacher training | • In-service and pre-service teacher training on child protection, gender equality, peacebuilding and positive discipline (where level of education is unspecified)<br>• Development of gender-sensitive and inclusive training materials |
| 11182 | Educational research | • Research on education (including child protection and safety/security in schools)<br>• Evaluation and monitoring on school-related protection issues (including gender-based violence) |
| 11220 | Primary education | • Primary-school-level initiatives on child protection and safety/security in formal and non-formal educational settings (including girls and children's clubs) |
| 11230 | Basic life skills for youth and adults | • Development and implementation of life skills (including peace education)<br>• Support to youth and girls' clubs |
| 11240 | Early childhood education | • Creation of child-friendly protective environments at early childhood education level (formal and non-formal) |
| 11320 | Secondary education | • Initiatives on safety/security in formal and non-formal secondary schools |
| 12261 | Health education | • Information, education and training of school staff, parents, and students on health and hygiene practices |
| 14031 | Basic drinking water supply | • Potable water supply schemes (including storage tanks, potable water points) for formal and non-formal schools in rural and urban areas |
| 14032 | Basic sanitation | • Building of separate sanitation facilities for boys and girls |
| 15160 | Human rights | • Support in translating international human rights commitments into national legislation<br>• Awareness raising and social mobilization activities on safe and secure schools as a human right for all children and youth (including those in juvenile institutions)<br>• Parental training on child rights and protection (including protection against abuse and neglect, and positive parenting)<br>• Targeted educational initiatives to vulnerable groups such as sexually exploited and trafficked children and youth, working children, children and youth with disabilities, indigenous children and youth |
| 15261 | Child soldiers (prevention and demobilization) | • Targeted educational and protection initiatives for the prevention of recruitment and the reintegration of former child soldiers |
| 16010 | Social/welfare services | • Support to ministries of social welfare in developing frameworks and programs to identify and support victims of school-based violence<br>• Support in linking key stakeholders such as ministries of social welfare, education, women and children's affairs, justice, etc., in an effort to build multisectoral systems of child protection<br>• Targeted educational initiatives to orphans and other children without parental or custodial care, street kids, children with disabilities |

| OECD-DAC Code | Description | Examples of activities |
|---|---|---|
| 16050 | Multisectoral aid for basic social services | • Provision of a package of basic social services (including education, nutrition, basic health, reproductive health, basic drinking water supply, basic sanitation, protection) to school-aged children |
| 16064 | Social mitigation of HIV/AIDS | • Targeted educational and protection initiatives for vulnerable groups and children orphaned by HIV/AIDS and the human rights of HIV/AIDS-affected populations |

# 5. Conclusion

This document draws on a wide variety of sources and agencies involved in the well-being of girls, boys, and youth in diverse fields, including education, protection, health, and child rights. Only a small fraction of the contents of these materials is reflected in this document, as the intention is not to provide a comprehensive manual or report, but rather guide thinking regarding pertinent issues related to programming in favor of safer and more secure schools. You are encouraged to refer to the links, to other DFATD tools and to the resources listed in Annex A for further information about topics of relevance and interest.

It is hoped that this guide will foster the interest of DFATD employees and partners in addressing the issue of safety and security at school, which is critical to increase both access to, and retention in, educational systems. The effective use of such a tool requires openness and flexibility to take into account country contexts. The objectives toward safer learning spaces and schools will be reached only through a contextualized participatory approach that will contribute to create sustainable mechanisms for the protection of all boys, girls, and youth in targeted countries and communities.

# Annex A: Resources on safety and security in schools


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# Annex B: Glossary

**Basic education** consists of a combination of knowledge, values, and skills that serves as the foundation for an individual's lifelong learning. It includes literacy, numeracy, competencies, and life skills that enable individuals to function effectively in their physical and social environment. Basic education (covering 9 or 10 years of schooling, according to the country) may be provided through formal pre-primary, primary, and early secondary education, or through non-formal education.[36]

**Bullying** "is typically a form of repeated, persistent, and aggressive behavior directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g. excluding others from a group, or spreading gossip or rumors)."[37]

**Child abuse** or **maltreatment** "constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, or commercial or other exploitation resulting in actual or potential harm to the child's health, survival, development, or dignity in the context of a relationship of responsibility, trust, or power."[38]

**Child-friendly spaces** are "safe spaces and schools where communities create nurturing environments for children to access free and structured play, recreation, leisure, and learning activities. Child-friendly spaces may provide health nutrition, psychosocial support, and other activities to restore a sense of normality and continuity"[39] during emergencies and crises.

**Child protection** refers to "the prevention of and response to abuse, neglect, exploitation and violence against children."[40]

**Child sexual abuse or exploitation** is "an interaction between a child and adult (or another child) in which a child is used for sexual stimulation of the perpetrator."[41] Abuse and exploitation in schools can include instances of exchange of sex for grades, gifts, or money, as well as students doing unpaid chores in teachers' houses.

**Corporal punishment** is defined as "any punishment in which physical force is used and intended to cause some degree of pain, discomfort, however light."[42]

**Gender** refers to the socially constructed roles and responsibilities of women and men. Gender arises from the socialization process. The concept of gender also includes the expectations and assumptions held about the characteristics, aptitudes, and likely behaviours of women and men, girls and boys (femininity and masculinity).

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36. Canadian International Development Agency. *Educating a Girl – A Handbook*. 2003.
37. Government of Ontario, Ministry of Education. Policy/Program Memorandum No. 144. *Bullying Prevention and Intervention* (replaces Policy/Program Memorandum No.144, October 4, 2007).
38. World Health Organization. *Report of the Consultation on Child Abuse Prevention*. Geneva, (document WHO/HSC/PVI/99.1) 29–31 March 1999.
39. Global Protection Cluster. op. cit. p.223.
40. Ibid., p.13.
41. Action for Development (ACFODE) and Independent Development Fund. *A Trainers' Manual for Preventing Sexualized Violence Against Girls in Schools*. Uganda, p.25.
42. Committee on the Rights of the Child. *General Comment on the Rights of the Child*, Number 8, 2006.

**Gender equity** is the process of being fair to women and men. To ensure fairness, special measures must often be taken to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

**Gender sensitivity** is the ability to recognize gender issues, especially to recognize women's and men's distinct perceptions and interests arising from their gender roles.

**Human rights** are "rights that every human being is entitled to enjoy simply by virtue of being a human being. They identify the minimum conditions for living with dignity that apply to all of us."[43]

**Violence** is defined by the World Health Organization as "the intentional use of physical force, threatened or actual, against oneself, another person, or against a group or community that either results in, or has a high likelihood, of resulting in injury, death, psychological harm, maldevelopment, or deprivation."[44] Violence may be physical, but also psychological.

**Violence, gender-based:** Initially, the concepts of "gender -based violence" and "violence against women" were used interchangeably. The UN Declaration on the Elimination of Violence against Women (1993) defines the term "violence against women" as: "Any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

The GBV concept is not limited to sexual and physical violence exerted on women and girls, but includes all forms of violence when victims are targeted based on gender roles traditionally assigned to their sex. This may vary from requiring only girls to clean classrooms and school grounds, to exposing students to demeaning sexually laden language that undermines their self-esteem (e.g. whore, homo, gay boy, or slut).[45]

**Violence, school-related:** This concept, compared to the expression "school-based violence," implies that violence against schoolchildren and youth can happen within and around schools. It encompasses all types of physical, psychological, and sexual violence and exploitation occurring both on the school grounds and on the way to and from school. Teachers, principals, school staff, students, and community members of both sexes can be perpetrators of such violence that may be directed toward students of either sex. Sexual violence, corporal punishment, and bullying are considered the most severe types of school-based violence.[46]

43. Global Protection Cluster. op. cit. p.223.

44. World Health Organization. *Violence: A Public Health Priority: WHO Global Consultation on Violence and Health*. Geneva, 2-3 December 1996.

45. Wellesley Centers for Research on Women and Development & Training Services, Inc. (DTS). *Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries*. Commissioned by USAID/EGAT/WID, September 2003.

46. Antonowicz, Laetitia. "*Too Often in Silence: A Report on School-based Violence in West and Central Africa*." UNICEF, Plan West Africa, Save the Children Sweden West Africa and ActionAid. 2010.

# Annex C: Addressing violence, exploitation and abuse in and around schools—project and program samples

The following table provides examples of specific safe and secure school initiatives as compared to broader educational projects or programs. Although the projects in both columns might be coded for education in OECD-DAC coding, only those on the left side would be considered safe and secure school programming.

| Safe and secure schools initiatives | General educational initiatives |
|---|---|
| Support to educational system strengthening and capacity building that specifically targets and addresses child protection issues (i.e. responses to violence, exploitation and abuse of children, or discrimination against particular groups of children in the classroom) | Support to educational system strengthening and capacity building to improve access to quality education.<br>Support to the development and implementation of a sector-wide approach (SWAp) or PBA |
| Support to develop and implement codes of conduct for school staff and members of school committees with a focus on preventing and addressing violence (including gender-based violence), exploitation, and abuse in and around schools<br>Support to learning materials/curriculum development to address gender equality and the issue of violence (including gender-based violence), exploitation, and abuse | Support to improve the quality of schools, including remote schools, and community-based and alternative schools, through a combination of interventions, including materials supply, teacher training, school management training, infrastructure, etc.<br>Support to school materials/curriculum development, procurement, and distribution (non-subject-specific) |
| Teacher training on gender-sensitive, non-violent teaching methods and peacebuilding education<br>Training of educational/school professionals (e.g. principals, school heads, supervisors, school inspectors, trainers of trainers, etc.) on gender-sensitive, non-violent, exploitative, or abusive schools and educational systems | Teacher training to improve the quality of classroom instruction, including pre-service training and non-specific in-service training |
| Support to create safe gender-sensitive learning spaces for children and youth in conflict-affected countries<br>Programming, including community education, to prevent recruitment into armed forces in and around schools<br>Programming, including community awareness building, to prevent attacks on schools | Provide access to basic educational services to girls and boys in emergency situations<br>Provide access to alternative basic education in refugee camps, IDP camps, especially in protracted situations or in nomadic and other forced migrant communities |
| Support to increase families' and communities' capacity and action on preventing violence against and abuse of children in and around schools | Community and family awareness building and education on children's rights to education |

| Safe and secure schools initiatives | General educational initiatives |
|---|---|
| Provide access to basic education, including alternative forms, meant to provide an alternative to child exploitation (e.g. access to education for working children)<br><br>School-based campaigns or programs aiming to educate and to stem violent, exploitative, and abusive practices in and around the school, such as anti-trafficking, anti-child labour, anti-violence, anti-sexual violence, etc., as per local needs | Inclusive education: Support the teaching and learning of disabled and other vulnerable children and youth, including special educational programs and access to education for the disabled/vulnerable<br><br>Support to second-chance education, including literacy and life skills for youth or vulnerable groups, including teacher training, curriculum development, and infrastructure for second-chance education<br><br>Skills for employment programming for youth or vulnerable groups |
| Programs to support schoolchildren who are victims of violence (including gender-based violence), exploitation and abuse in and around schools | School feeding programs<br><br>School health programs, including vaccinations |

# ANNEX D: Safety and security at school—samples of results statements and related indicators

## Ultimate outcome:

Enhanced safety and security of male and female children and youth in educational settings in country X

(Suggested indicator: Proportion of girls, boys, and youth who experience any type of physical or psychological violence in and around schools)

| Programmatic areas | Immediate results | Indicators | Intermediate results | Indicators |
|---|---|---|---|---|
| **Creating an enabling policy environment for overall child protection in and around schools** | • Improved ability of interested line ministries (social welfare , health, justice, education, family and women's affairs), parliamentarians and civil society organizations to establish multisectoral policies, strategies, and regulations for the protection of girls, boys, and youth in and around schools and educational settings | • Number of trained policy makers who demonstrate knowledge and understanding of child rights and protection (including in and around schools)<br>• Perception of trained policy makers with regard to their ability to develop and implement policies and regulations to protect children and youth in and around schools | • Improved integration and consolidation of child protection and child-friendly principles in legislative and policy frameworks, including legislation on violence against children and the use of corporal punishment by teachers and other caregivers | • Existence of national and subnational policies, strategies, laws, and regulations that seek to prevent and protect all boys and girls from violence, abuse, and exploitation in and around schools |
| | • Increased ability of the ministry of education (MoE) to include child protection and gender equality in policies, regulatory frameworks, curriculums, training programs and management information systems | • Number of educational officials and MoE employees having successfully completed a training on child rights, child protection, and gender equality<br>• Perception of trained educational officials and MOE employees on their ability to implement and monitor gender-sensitive action plans for child and youth protection in education | • Increased enforcement of national policies on child protection and gender equality in education by the MoE at all levels | • Extent to which educational strategies/ regulations that take into account safety and security in and around schools (including school-related gender-based violence ) are implemented/abided by national and local educational authorities in collaboration with other regulatory bodies, the judicial system, civil society, and community organizations<br>• Extent to which sex-disaggregated data on child protection indicators for all age groups (including safety and security in schools) are used by educational authorities for planning, monitoring, research, and evaluation purposes |
| | • Increased knowledge and understanding of child protection and gender equality issues in education by policy makers, civil society organizations, communities, parents' associations, and school staff | • Number or percentage (out of total) of trained policy makers, members of civil society organizations, communities, parents, and school staff who demonstrate knowledge of child protection and gender equality issues, and recognize the need for safety and security in and around schools | • Enhanced enabling policy environment for the protection of the human rights of girls, boys, and youth in and around schools | • Level of participation by civil society organizations, community members, parents, and school staff in policy development on safety and security in and around schools<br>• Level of commitment among community members, parents, and school staff to protect the rights of girls, boys and youth in and around schools<br>• Extent of policy coordination (i.e., inter-ministerial mechanism or wider coordination mechanism, including civil society organizations and parliamentarians) for child protection, and safety and security in and around schools |

| Programmatic areas | Immediate results | Indicators | Intermediate results | Indicators |
|---|---|---|---|---|
| **Strengthening schools as agents of protection** | • Increased ability of school-related and community-based structures (including women groups, teachers, and children/youth clubs) to promote children's rights and gender equality in educational settings<br>• Improved knowledge of gender-sensitive, non-violent forms of discipline by teachers, school principals, parents, and students<br>• Increased ability of female and male students to speak up against violence in school and report incidents | • Number of members of school-related and community-based structures (including children's clubs) who demonstrate knowledge of child protection and gender equality issues, and of ways to prevent and address issues of safety and security in and around schools<br>• Number or percentage of trained school principals, teachers, and parents that demonstrate knowledge of gender-sensitive non-violent forms of discipline<br>• Number of girls accessing like skills training (including self-assertiveness)<br>• Perception of trained schoolgirls and young women/men with regard to their skills to speak up against violence and to practice self-assertiveness<br>• Number or percentage of girls, boys, and youth that are aware of existing local protection referral mechanisms and support services | • Enhanced local enabling environment for the protection of the rights of schoolchildren, especially girls and other vulnerable groups<br>• Enhanced safety of schools and of their environment for all children, especially for girls and other vulnerable groups | • Extent to which school-related and local gender-sensitive measures to protect boys and girls (including codes of conduct and referral mechanisms) in and around schools are operational<br>• Extent to which teachers and school principals use alternative and gender-sensitive, non-violent classroom management strategies<br>• Extent to which respectful behaviours are observed among male and female students, and between students and their teachers<br>• Level of participation of schoolgirls and young women in promoting their rights and those of other vulnerable groups<br>• Extent to which referral mechanisms and support services are used by schoolgirls, young women, and their families |
| **Protecting girls and boys in and around schools in emergencies, conflict, post-conflict, and fragile situations** | • Improved ability of education authorities and members of school management committees to implement crisis preparedness plan | • Number of educational authorities and members of school management committees having successfully completed training in crisis preparedness<br>• Percentage of teachers trained on safety and security measures for children in crisis situations<br>• Percentage of teachers and school principals who have knowledge of referral systems and gender-sensitive protection services (i.e. in cases of sexual and gender-based violence perpetrated against female students as a "weapon of war") | • Improved educational system and school preparedness to protect girls and boys in crisis situations | • Existence of a focal point for emergency educational crisis response within MoE<br>• Degree to which gender-sensitive emergency education is included in educational sector plan<br>• Extent to which disaster risk reduction is integrated into educational sector plan<br>• Extent to which conflict-sensitive issues (i.e. language of instruction; equitable access for ethnic minority children, recruitment of students into armed groups) are integrated into educational sector plan<br>• Percentage of school management committees with a crisis preparedness plan (i.e. including procedures to ensure schools are not used as temporary housing for refugees; armed personnel are not present on school property) |
| | • Improved ability of local governments, civil society organizations, and parents to contribute to the development and implementation of a preparedness plan to provide safe, equitable, gender-sensitive learning spaces to all boys, girls, young men, and young women | • Perception of local governments, civil society organizations, and parents of their ability to provide safe, equitable, gender-sensitive learning spaces to all boys, girls, young men, and young women | • Improved community preparedness to protect girls and boys on the way to and from schools in crisis situations | • Existence of early warning systems created by local governments, civil society organizations, and parents to protect children in the face of crisis (i.e. violent attacks, displacement)<br>• Number of communities with "safe walk" programs for female and male students |

| Programmatic areas | Immediate results | Indicators | Intermediate results | Indicators |
|---|---|---|---|---|
| **Protecting girls and boys in and around schools in emergencies, conflict, post-conflict, and fragile situations (cont'd)** | • Improved ability of educational authorities, school principals, and teachers to provide safe, equitable, and gender-sensitive learning spaces in a crisis<br>• Improved knowledge of educational authorities and school personnel with regard to child-friendly schools criteria and INEE Guide for Safer School Construction | • Percentage of trained educational authorities, school principals, and teachers who demonstrate their knowledge with regard to approaches for dealing with issues such as conflict prevention, human rights, gender equality, and risk reduction<br>• Percentage of trained members of school-related structures who demonstrate knowledge of child friendly schools criteria and INEE Guide for Safer School Construction | • Improved quality[47] and safety of learning environments for boys, girls, and youth in crisis situations | • Level of relevance of curriculums to crisis situations (i.e. life skills, conflict prevention, human rights, gender equality, disaster risk reduction)<br>• Percentage of schools that have context-appropriate safety and security measures, i.e. boundary walls<br>• Percentage of learning spaces that meet UNICEF child-friendly schools criteria and INEE Guide for Safer School Construction |
| | • Improved ability of female and male students to protect themselves in crisis situations | • Number of female and male students who demonstrate basic knowledge on what to do in a crisis, disaster risk reduction, conflict prevention, human rights, and gender equality (i.e. know where to go if they are separated from their parents or see a landmine) | • Improved self-protection by schoolgirls and schoolboys in crisis situations | • Existence of initiatives for boys, girls, and youth for their own protection in crisis situations<br>• Level of participation of girls and boys in the development and implementation of preparedness plans |
| | • Improved access to safe and secure learning environments for girls and boys | • Percentage or number of girls and boys enrolled in safe and secure schools | • Increased participation of girls and boys in safe learning spaces in crisis situations | • Attendance rate of girls and boys in existing safe learning spaces |
| | • Improved ability of local service providers to deal with child-protection issues and gender-based rights violations | • Percentage of trained services providers who demonstrate knowledge and skills for dealing with child-protection issues and gender-based rights violations | • Increased usage of referral and psychosocial support services by children and youth in need of protection, especially girls | • Number of girls and boys who have received support services from trained service providers<br>• Perception of schoolgirls and young women on the quality of existing referral mechanisms and support services of girls and boys in schools |
| | • Improved ability of local authorities and communities to protect girls, boys, and youth against recruitment in conflict-affected countries or areas | • Percentage of trained local authorities and community members who can describe strategies to protect male and female students and staff in a crisis (i.e. protect them from attack and recruitment) | • Improved quality of local referral mechanisms and support services for children and youth in need of protection, especially girls<br>• Improved protection of girls, boys, and youth against recruitment in conflict-affected countries or areas | • Extent to which local services and mechanisms respond to rights violations (i.e. grave violations of children's rights in armed conflict, trafficking) to support girls and boys<br>• Number and percentage of schoolgirls and schoolboys associated with armed forces/ groups |

47. A ***quality learning environment*** includes the following features: safety (physical and psychosocial); gender sensitivity; inclusiveness; provision of adequate resources and facilities; use of approaches where learners take an active part in the learning process; use of positive discipline methods respectful of children's rights and integrity; availability of potable water and of private and secure sanitation facilities; relevant gender and anti-violence-sensitive learning materials and equipment; provision of qualified school staff; availability of health, nutrition and protection services; and a sound monitoring and information system. The active involvement of students, parents, and community members is essential for sustainable results. Action for Development (ACFODE) and Independent Development Fund, *A Trainers' Manual for Preventing Sexualized Violence Against Girls in Schools*, Ouganda, p. 25.