THE WORLD BANK
SAFE AND INCLUSIVE SCHOOLS INITIATIVE

Ensuring healthy learning environments for all girls and boys to be able to learn
I. What? Scope of the issue: A global overview of violence against children, school violence, and discrimination

II. Why? Why do school violence and equity matter? And why violence prevention, inclusion and equity in education need to be basic principles of the education sector

III. How? Preventing school violence and ensuring inclusion and equity in education are key for creating healthy environment for all students to be able to learn

IV. So what? The World Bank’s Safe and Inclusive Schools Platform
WHY?

1 billion

7 trillion
WHY?

1 billion

Children experienced physical, sexual or emotional violence in the past year
WHY?

Global costs of violence against children could reach up to US$7 trillion.
WHY?

Scope of the issue: violence in school and on the way to school is everywhere but more severe in some environment and against some groups.

A right in itself but also a necessary investment as no child can learn if he or she feels unsafe.

Evidence exists on what works to prevent violence in and around schools and enhance healthy learning environments.
WHAT?

Physical, sexual, emotional violence and bullying
Against boys and girls of all ages
Vulnerable children: LGBTI, with disability, from minority group
Polivictimization
WHERE?

In school
On the way to school
Continuum of violence from home to streets to school and vice versa
How to prevent violence in and around school so that all children can learn and reach their potential?

How to ensure school provide a healthy environment to ALL students?

The Safe and Inclusive Schools Initiative (SISI) aims to ensure all girls and boys have healthy environments and feel safe to learn

Target: by 2023, from 12 to 36 projects with specific interventions to prevent school violence
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01 Operational Mainstreaming
02 Capacity Building
03 Analytics
04 Global Alliances
THE SAFE AND INCLUSIVE SCHOOLS INITIATIVE

01
Operational Mainstreaming

12 countries
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01
Operational Mainstreaming

Dominican Republic: Teachers’ training on school violence prevention

Focus
Nepal: joint DFID-UNICEF-World Bank piloting of a comprehensive diagnostic tool on school violence prevention
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01
Operational Mainstreaming

HOW TO

Systematic screening of operational portfolio with focus on countries with high prevalence of violence against children

Timely inputs to SCDs/CPFs

Specific review of Education Sector Plans

GBV Good Practice Note for the Education Sector
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02
Capacity Building
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HOW TO

E-course on school-based violence prevention available to all Education Specialists, Social Development Specialists, Counterparts and Partners

Toolkit on school-based violence prevention

INSPIRE handbook: Seven strategies to prevent violence against children—Education pillar

Operational clinics and BBLs
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Cost-benefit analysis of interventions to end violence in schools with support from the Global Partnership to End Violence Against Children

Qualitative assessment of school violence prevention in DRC
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Safe to Learn Campaign

INSPIRE
The Safe and Inclusive Schools Platform aims to ensure healthy environments for all girls and boys to enable them to learn.
4 strategic and complementary pillars to institutionalize a safe and inclusive lens in the World Bank global engagement in the Education Sector

- Objective to systematically address discrimination and violence in school and on the way to school in contexts of high prevalence of violence against children to lessen one of the main barriers to education and learning
- Development of a new generation of best practice Education programs and operations for greater effectiveness and sustainability
- WB’s commitment to the Safe to Learn Global Campaign and Call to Action- leading by example
THE SAFE AND INCLUSIVE SCHOOLS INITIATIVE

01  Operational Mainstreaming

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INSTITUTIONALIZING A SAFE AND INCLUSIVE LENS IN THE EDUCATION SECTOR
The Safe and Inclusive Schools Initiative

Operational Mainstreaming

01

12 countries

- Baseline 2019: 12 operations with specific interventions to prevent school violence:
  - DR
  - Bangladesh
  - DRC
  - Brazil
  - Tanzania
  - Haiti
  - Uganda
  - Liberia
  - Lebanon
  - Cote d’Ivoire
  - Kazakhstan
  - Pakistan
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01
Operational Mainstreaming

Dominican Republic:
Teachers’ training on school violence prevention

Nepal:
joint DFID-UNICEF-World Bank piloting of a comprehensive diagnostic tool on school violence prevention
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01
Operational Mainstreaming

➤ **Vision:** To grow the critical mass of EDU operations in a practical yet steady manner: 5 operations per year to triple the baseline by 2024

- **Systematic screening** of operational portfolio with focus on countries with high prevalence of violence against children
  - Already ongoing: Honduras, Rwanda, Mauritania, Tanzania, Nepal
  - Raising TTLs and CMUs interest and ownership: Presentation of the Safe Schools Initiative at Regional Staff Meetings and RMTs

- **Timely inputs to SCDs/CPF**
  - DRC

- **Specific review of Education Sector Plans** to include school violence prevention and inclusion in the sector’s strategic objectives wherever possible
  - OECS countries

- **GBV Good Practice Note** for the Education Sector to provide guidance to teams on how to mitigate risks for GBV
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02
Capacity Building
Vision: To build the WB internal capacity to work on school violence prevention and increase the critical mass of WB Education Specialists and consultants, development partners and counterparts able and willing to work on preventing school violence: 15 specialists trained per year to reach 75% all EDU staff by 2024

- E-course on school-based violence prevention available to all Education Specialists, Social Development Specialists, Counterparts and Partners (2019: available in English; 2020: Spanish; 2021: French)
- Toolkit on school-based violence prevention
- Key references available on the Safe and Inclusive Schools website (organized by topic)
  - School violence prevention: including INSPIRE handbook: Seven strategies to prevent violence against children- Education pillar
  - Gender and GBV
  - Inclusive Education: disability, LGBTI, minority groups
- Operational clinics and BBLs
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Vision: To develop an analytical agenda on Safe and Inclusive Schools oriented at building the evidence base on what works to prevent school violence and enhance inclusive education in developing countries, and bridging the gap between research and policymaking and programming

- Cost-benefit analysis of interventions to end violence in schools with support from the Global Partnership to End Violence Against Children
- Qualitative assessment of school violence prevention in DRC
Vision: To lead by example by joining forces at the global level to raise the visibility and importance of school violence prevention and inclusion in the Education Sector priorities, and closely work in partnership with others to better support client countries – strengthening the external coalition to ensure a stronger and more unified voice among partners.

- Safe to Learn Global Campaign: DFID, UNICEF, UNESCO, End Violence, Norad, AFD, DFAD
  - Focus on implementation at country level: showcasing the example of Nepal (joint UNICEF-DFID-World Bank school violence prevention diagnostic and EDU portfolio review to mainstream school violence prevention in EDU operations)
  - External coalition of partners: one voice to raise the importance of school violence prevention to achieve the education sector’s objectives
- INSPIRE: 7 strategies to prevent violence against children – Education pillar
  - Leading by example: focusing on evidence-informed strategies and interventions
- Key partnerships with lead NGOs, Research Centers and Think Tanks:
  - Raising Voices, Child Fund, CEPREV, Aulas en Paz (TBC)
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INSTITUTIONALIZING A SAFE AND INCLUSIVE LENS IN THE EDUCATION SECTOR

01 Operational Mainstreaming
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Initiative leads: Chloé Fèvre (Safe Schools) and Hanna Alasuutari (Inclusive Education)
Communication: Karolina Ordon and David Moore
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SAFE AND INCLUSIVE SCHOOLS
INITIATIVE

Ensuring healthy learning environments for all girls and boys to be able to learn
To prevent and respond to sexual violence against children — from early childhood through adolescence — UNICEF and its partners support comprehensive national initiatives and seek to criminalize all forms of child sexual abuse and exploitation. They also work to increase children’s access to quality services, including medical and psychosocial support, legal aid and protection. Other key elements of the response involve shifting social norms and attitudes that are harmful to children, and generating more evidence on the scale, nature and impact of sexual violence against children. In 2016, UNICEF supported action by governments, civil society, the private sector and others to prevent and respond to the sexual abuse and exploitation of children in 88 countries.

FIGHTING CHILD SEXUAL EXPLOITATION IN THE DOMINICAN REPUBLIC

The sexual exploitation of children in travel and tourism is an issue in the Dominican Republic, as in many countries. In 2015, UNICEF, the travel and tourism industry, national authorities, civil society organizations and communities established a partnership to address this problem. As a result, the Attorney General’s office set up six local sexual exploitation units and improved the investigation, analysis and prosecution of cases of child sexual abuse and exploitation of children. The Tourism Police have integrated a prevention and prosecution module into their training programmes, and the Hospitality Association of Restaurants and Hotels has invited the country’s main hotels to sign the Code of Conduct for the Protection of Children against Sexual Exploitation in Travel and Tourism. Hotel staff, children and adolescents, parents, education and health professionals, and journalists have also received training to identify and report cases of child sexual exploitation.

In addition, UNICEF is supporting measures to protect Dominican children from online sexual abuse and exploitation. In 2015, under an agreement signed by UNICEF and the Attorney General’s office, a forensics unit dedicated to investigating online child sexual exploitation was established. More than 350 officials from the Attorney General’s office, the Federal Police and the public prosecutor participated in training on the latest online investigation tools and procedures. The efforts resulted in 342 investigations initiated and 22 search warrants executed during the second half of 2016, and four formal prosecutions since the creation of the unit. Downloads of child sexual abuse materials via the Internet in the Dominican Republic were reduced by 70 per cent during the last quarter of 2016.

In 2016, the Attorney General’s office and UNICEF jointly launched a public campaign, No Hay Excusas (No Excuses), to raise awareness and encourage reporting of child sexual abuse and exploitation. The Vice-President of the Dominican Republic joined the campaign, and local businesses also got involved in prevention efforts. The success of the campaign was reflected in a dramatic increase in the number of cases reported. During the first five months of the campaign, the Attorney General’s office received 154 reports, which included 53 allegations of sexual exploitation, 47 allegations of sexual abuse and other forms of violence, and 33 calls to follow up on previous reports.

TEACHING CHILDREN TO DEFEND THEMSELVES IN MALAWI

An innovative school-based initiative offers children and adolescents training on how to resist sexual violence in Malawi. Supported by the Government, UNICEF and the Kenya-based NGO Ujamaa-Pamodzi, the No Means No programme offers opportunities to learn life skills and self-defence for girls and boys who may be at risk. Courses are designed to instruct children in various techniques to repel perpetrators of sexual violence – including punching and jabbing, distracting the assailant, running for safety, yelling, making a scene and calling for help. The courses also aim to empower boys to reject negative sexual stereotypes of girls and to stand up against sexual assault and harassment.

A recent evaluation showed a 40 per cent reduction in the incidence of rape among girls who participated in the courses. Another apparent effect of the training has been an increase in the proportion of sexual assaults that victims report to parents and teachers for action and referral to needed services.

CONFRONTING ONLINE CHILD SEXUAL ABUSE IN THE PHILIPPINES

Online sexual abuse and exploitation of children – including live streaming of the sexual abuse of very young children — pose a severe threat in the Philippines. UNICEF supports a multi-sectoral response to these crimes and has expanded its network of partners in the country to help protect children. The network includes Internet service providers, telecommunications companies, cable networks, mobile operators, other businesses, government regulators and law enforcement agencies. The partners work together on solutions and protocols for government, law enforcement and the private sector to jointly handle cases of online abuse.

Among other advances, the Supreme Court of the Philippines has endorsed a Competency Enhancement Training module on online child sexual exploitation for family court judges, court personnel and police officers. The module provides information and techniques on fighting computer-facilitated crimes against children. In addition, the Government and UNICEF have developed new training on child protection and therapeutic intervention for victims of online sexual abuse and exploitation. The training will guide the work of social workers, psychologists and other local service providers. At the national level, a plan is being put in place to prevent and address online abuse and exploitation of children that has been submitted to the Philippine Inter-Agency Council Against Child Pornography.

UNICEF also supports campaigns to raise awareness about online safety, which have reached thousands of children and parents teaching them to use measures such as cybersecurity modules rolled out in public schools. Peer programmes organized by groups such as Right, a youth movement to end human trafficking and modern slavery, have built on this work, providing training for children on how to respond to cybercrimes and cyberbullying in their day-to-day lives.

WORKING TOGETHER TO PROTECT CHILDREN AGAINST SEXUAL ABUSE AND EXPLOITATION IN MALDIVES