

Policy Objective Option 2: Safe Learning Environments

What problem are we addressing and what do we want to achieve?

1. **Problem statement:** Children continue to experience unsafe learning environments for various reasons. This includes violence in and around schools, such as bullying and cyberbullying. Globally, half of all students aged 13–15 (about 150 million children) report experiencing peer-to-peer violence in and around school. In areas prone to natural disasters or climatic events, the continuity of education is threatened as educational facilities are commandeered for emergency response. As communities around the world seek to “build back better” following the upheaval of the COVID-19 school shutdowns, learning environments that promote safe, inclusive and equitable education is more important than ever. (See also *Summary of Key Policy Issues – Safe Learning Environments*.)
1. **Policy objective:** To help children realize their full potential, ChildFund Alliance (CFA) will work to build safe learning environments by **ensuring children’s learning environments reject all forms of violence and are resilient to future shocks and hazards.**

How will we do this and how prepared are we to do this?

2. **Desired outcomes:** The following **three, mutually-reinforcing outcomes** would help to achieve the above-stated policy objective. CFA could select one or more of these outcomes. The actions included under each outcome are an indicative list and were informed by the findings of the Country Survey.
 - a. **Outcome 1. National governments commit to making learning environments safer for children**
 - CFA pushes for formal endorsement of the [Safe to Learn Call to Action](#) and develops grassroots mechanisms, including student-parent-teach associations, to drive accountability at the school-level.
 - b. **Outcome 2. Children’s learning environments reject all forms of bullying**
 - CFA uses existing global platforms and [events](#), such as the [International Day against Violence and Bullying at School including Cyberbullying](#) to press national governments for concrete action and commitment to build effective national responses to bullying, including legislative reforms that prohibit all forms of bullying and cyberbullying.
 - CFA rolls out a global, digital marketing campaign that amplifies the voices of children/adolescents to help children learn how to stay safe online and how to report bullying online and offline.
 - CFA works with children to establish child-friendly mechanisms to report incidents of bullying, online and offline, using a range of pathways, including technological tools, telephone hotlines, or peer-to-peer networks.
 - CFA works with schools to strengthen school-based support and child protection services for survivors of violence, particular for marginalized children.
 - c. **Outcome 3. Learning environments are more resilient to shocks, hazards and climactic events**
 - CFA works with allies to “future-proof” education by ensuring curricula and schools are disaster-ready and resilient to natural hazards and climatic events, in-line with guidance from the [Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector \(GADRRRES\)](#).

- In areas more vulnerable to natural disasters, CFA works with allies to strengthen local child protection systems to ensure children are supported during and following climactic events and shocks.
 - CFA encourages governments to establish multi-sectoral coordination structures and plans to ensure responses to natural disasters and climactic shocks are well-coordinated with an eye to minimizing disruption to education and harm to children.
3. **Branding opportunities and capacities:** Branding opportunities center on using global platforms and events and the digital marketing campaign. CFA “ready-made” capacity relates to **working with children to establish child-friendly mechanisms; working with schools to support child protective services and promoting “future proof” curricula.** Scale up needs may relate to rolling out a digital marketing campaign and/or promoting multi-sectoral coordination structures in the context of climate/resilience.

Who are the relevant stakeholders?

4. **Targets and allies:** Positive or improved actions from a range of **targets** will be needed to make learning environments safer and ensure at-risk children have the support they need. Equally, a number of agencies and organizations would serve as **important allies and partners.**

	Targets	Allies
<i>Outcome 1. National government action</i>	National-level policymakers and line ministries, schools, educators and school staff.	UN agencies, including UNICEF and UNESCO; global networks, the Global Partnership to End Violence Against Children and the Global Partnership for Education; other civil society, particularly at national level.
<i>Outcome 2. Anti-bullying</i>	Schools, educators and school staff, national-level line ministries including education authorities.	As in Outcome 1 and also civil society, child protection actors, and education experts.
<i>Outcome 3. Disaster resilience</i>	National-level policymakers and line ministries, schools, educators and school staff, children and their families.	As in Outcome 1.