



INSPIRE Training Webinar – 20 April 2021

Education and life skills

Overview of the strategy & key relevant findings from the Global status report on preventing violence against children, 2020

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Overview of the INSPIRE strategy 'Education and life skills' to prevent violence against children

- **Objective** - Increase children's **access** to more effective, **gender-equitable education** and **social-emotional learning** and **life-skills** training, and ensure that **schools** environments are **safe** and enabling
- **5 approaches** to achieve this objective



The 5 approaches to prevent violence against children through Education and life skills

Objective	5 Approaches
Access to education	Increase enrolment in pre-school, primary and secondary schools
What is taught/learned and how it is taught/learned	Improve children's knowledge about sexual abuse and how to protect themselves against it
Gender-equitable education	Adolescent intimate partner violence prevention programmes
Socio-emotional learning and life skills	Life and social skills training
Learning environment	Establish a safe and enabling school environment

Increase enrolment in pre-school, primary and secondary schools

Why this approach?

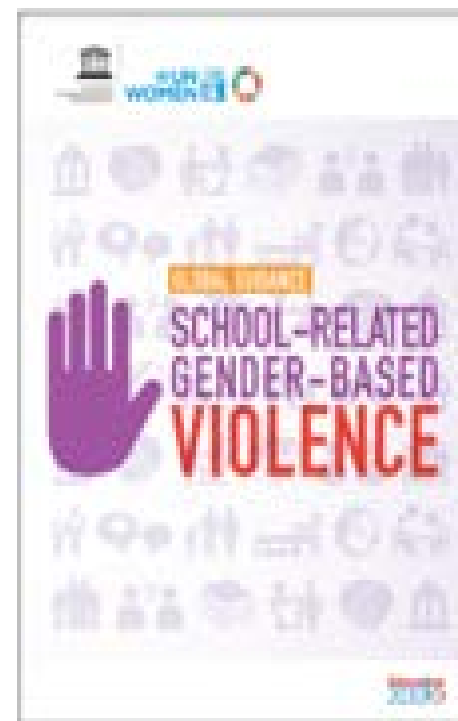
- Strong evidence that access to education protects children from violence
- Globally school enrolment rates above 90%: school is a place where most children can be reached



Provide gender-equitable education through socio-emotional learning and life skills

Why this approach?

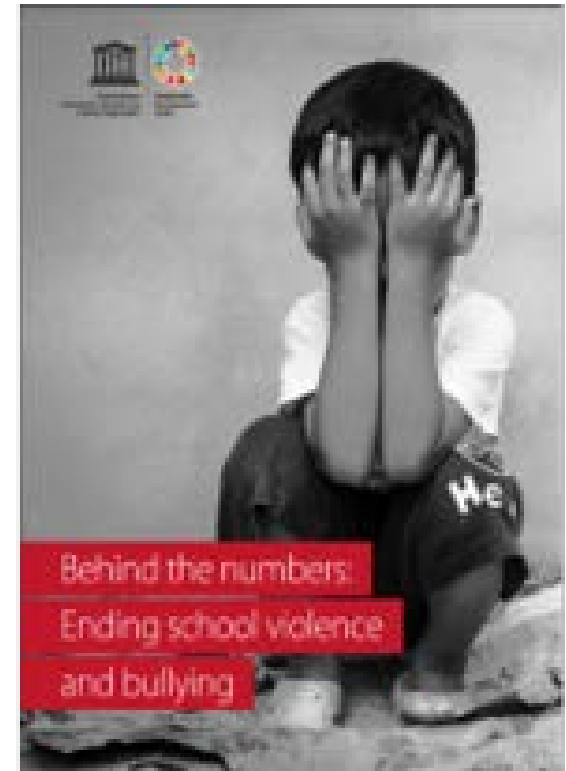
- Schools offer a setting to address social norms and stereotypes and values:
 - Particularly harmful norms and stereotypes that contribute to gender inequality and gender-based or related violence against children in schools and in the community
 - Other risk factors for violence against children
- Evidence that socio-emotional learning and life skills training work best to address violence against children



Establish a safe and enabling school environment

Why this approach?

- School is a setting where many children do experience violence, from staff and/or from peers (depending on the regions)
- Violence in schools is still normalized. Need to make clear that quality education cannot be delivered in schools that are not free of violence + violence in schools has dramatic consequences on the health and well-being of learners



How to implement these approaches?

Holistic/comprehensive response including prevention, protection as well as indicated and treatment responses

Recognizes the importance of the **interconnectedness of the school with the wider community.**

Effective approaches **involve a broad range of people** in the school community and outside the school community, as well as **various constituencies and sectors**

The **education sector has a key role to play** in effective responses to school violence for national **scale up, sustainability** and **inclusion** of all children



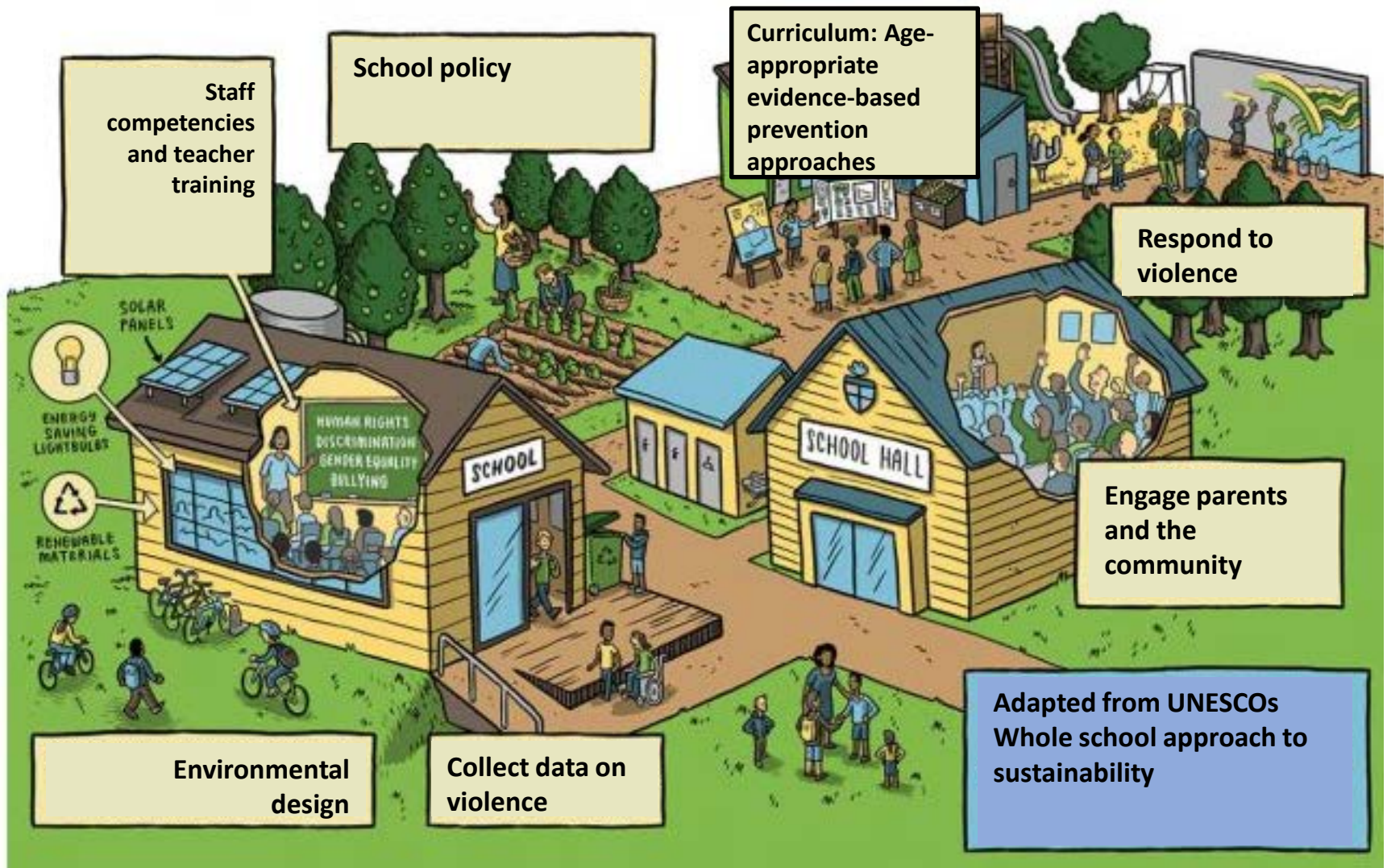
UNESCO and the French Ministry of Education, Youth and Sports organize an International Conference on School Bullying on 5 November 2020. The conference builds on commitments made at the July 2019 meeting of education ministers of the G7, under the French Presidency, and marks the celebration of the first-ever International Day Against Violence and Bullying at School including Cyberbullying.

The online conference seeks to build global momentum to end bullying in schools by raising awareness among all stakeholders, sharing promising practices, and mobilising governments, experts and the entire education community.

Prior to the event, experts from different regions of the world working on the prevention of school bullying were asked to prepare recommendations for the conference. The process was led by a Scientific Committee comprised of French experts advising the French Ministry of Education, Youth and Sports for the design of its national anti-bullying programme, as well as international experts. Two consultations were organized to inform the process: one amongst the French committee of experts and a virtual consultation amongst about fifty renowned international experts (academics, representatives of governments, NGOs, and UN agencies) to collect their opinions on what works to prevent and address bullying and cyberbullying, including scientific evidence.

This document presents a summary of a first set of recommendations made by the Scientific Committee on three key issues:

- How should the definition of school bullying be revisited to develop more comprehensive and targeted initiatives to tackle bullying in all its forms? What aspects should be considered for a more inclusive definition?
- How effective national responses to bullying should look like, based on existing evidence? What are the key components and characteristics of a comprehensive approach to bullying and cyberbullying?
- What additional or specific strategies and actions should be taken into consideration when planning and implementing responses to cyberbullying?



What is the whole-education approach?



The 9 components of the whole-education approach



Strong political leadership and robust legal and policy framework



Curriculum, learning & teaching to promote caring school climate



Reporting mechanisms for learners affected by bullying, together with support and referral services



Learner empowerment and participation



Evidence: monitoring of school bullying and evaluation of responses



Training and support for teachers and other school staff



Safe psychological and physical school and classroom environment

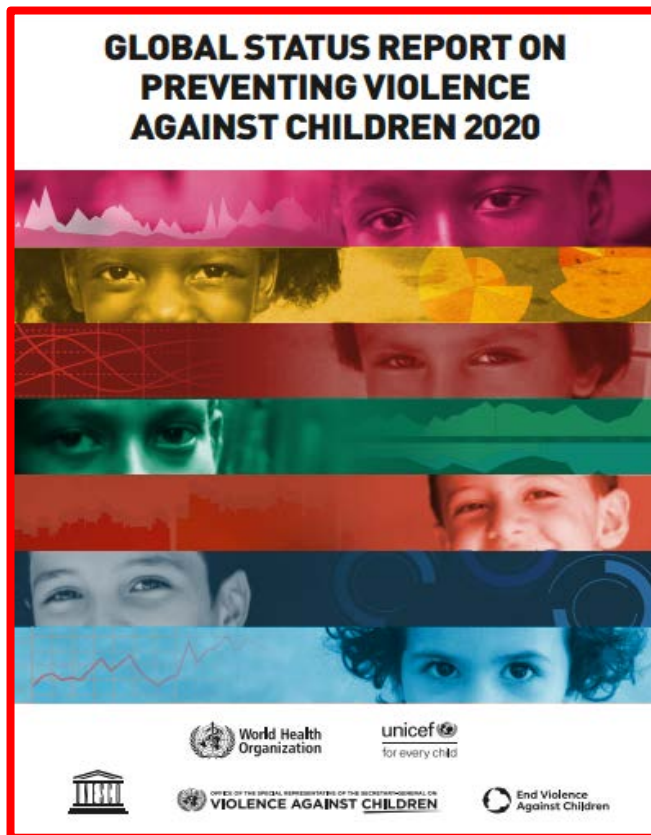


Involvement of all stakeholders in the school community, including parents



Collaboration and partnerships between the education sector and a wide range of partners

Key relevant findings from the Global status report on preventing violence against children, 2020



- Documents what countries are doing
 - **Policies, governance,** data collection & monitoring
 - **Implementation of** INSPIRE approaches
- Identifies gaps and actions to address them
- >1000 decision-makers
- 155 countries



The report asked governments whether they provided support for local level implementation of:

- Increasing **school enrolment**
- Reducing **violence against children by school staff**
- School-based **anti-bullying interventions**
- **Training** children and adolescents **to recognize and avoid sexually abusive situations**
- **Life and social skills training**
- School-based **dating violence prevention**

Country sheet: results for the Education and life skills strategy

- Example of Austria

	Implementation support			Perceived reach	
	Level	Funds	Tools	Training	
Education and life skills					
Increasing school enrolment	National	NO	NO	YES	<div><div></div></div>
Helping children protect themselves from sexual abuse	National	NO	YES	YES	<div><div></div></div>
Life and social skills training	National	NO	YES	YES	<div><div></div></div>
School-based anti-bullying	National	NO	NO	YES	<div><div></div></div>
School-based dating violence prevention	National	NO	NO	NO	<div><div></div></div>
Reducing violence by school staff	National	NO	NO	YES	<div><div></div></div>

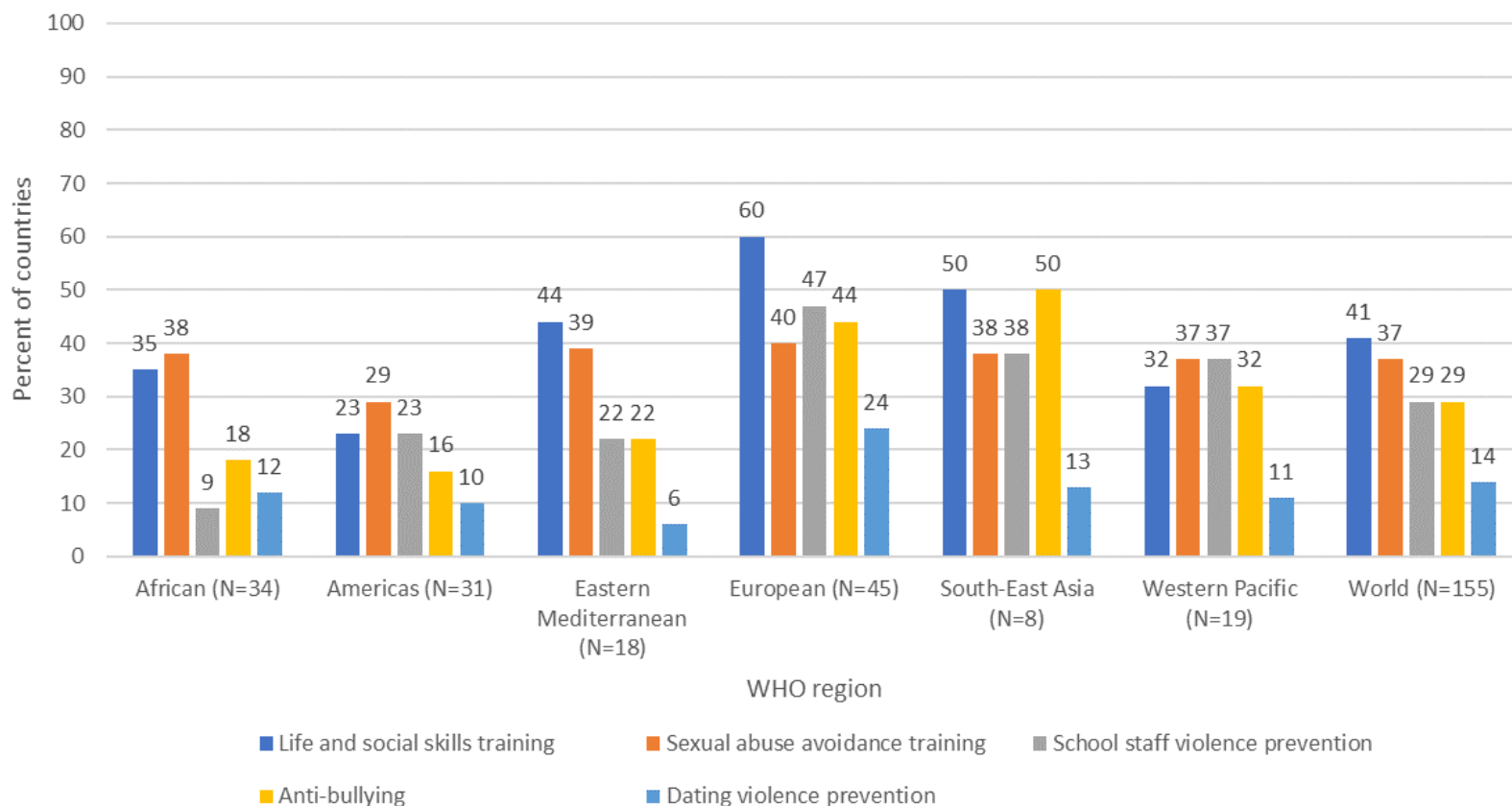


Key findings related to the Education and life skills strategy

- Compared to other strategies, Education and life skills is the strategy that **most frequently received high-reach ratings**
- **Gaps between policies and implementation:**

Globally, 92% of countries reported national-level support for school enrolment, but only 54% of countries reported that these efforts reach all or nearly all that need it
- **Significant differences between regions** in terms of which approaches supported by governments are perceived to reach all children in need

Sizeable differences between WHO regions in the extent to which support for the five school-based approaches is considered sufficient to reach all in need



Percentage of countries where support is considered adequate to reach all in need by approach and WHO region, 2018 (N=155 reporting countries)

Resources

- **Global Status Report on preventing violence against children 2020**
<https://www.who.int/teams/social-determinants-of-health/violence-prevention/global-status-report-on-violence-against-children-2020>
- **School-based violence prevention: A practical handbook**
<https://apps.who.int/iris/handle/10665/324930>
- **Global guidance on addressing school-related gender-based violence**
<https://unesdoc.unesco.org/ark:/48223/pf0000246651?posInSet=4&queryId=d549cf22-b5c7-4a28-a882-0eb92723bae4>
- **Behind the numbers: ending school violence and bullying:**
<https://unesdoc.unesco.org/ark:/48223/pf0000366483?posInSet=2&queryId=9e5c8d09-b3b5-4823-a901-24a7cab31706>
- **Recommendations by the Scientific Committee on preventing and addressing school bullying and cyberbullying:**
<https://unesdoc.unesco.org/ark:/48223/pf0000374794?posInSet=1&queryId=fcf91c74-6324-47ba-b489-010519efbba2>

Video on the *Global status report on preventing violence against children 2020*



English: <https://youtu.be/zuB14udAMOk>

French: <https://youtu.be/lyxm7QPOq6I>

Spanish: <https://youtu.be/131KgTyfUfs>