



The Commonwealth Student Safety and Security Agreement

The formal consensus among students across the Commonwealth on cross-cutting issues that concern the safety of students.

Ratified October 26, 2024 by the CSA Congress

The Commonwealth Students' Association Executive Committee 2022-2025 agreed that the issue of student safety and security should be prioritised in the CSA's advocacy agenda for the second year of our tenure.

This Commonwealth Student Safety and Security Agreement is the formal consensus among students across the Commonwealth on cross-cutting issues that concern the safety of students. This Agreement concerns the protection of students of all ages who are enrolled in an educational program from the early childhood level to the post graduate level.

In its initial phase this document is non-binding on Member States however it is envisioned that the future leadership of the CSA will amend and champion this Agreement as a multi-lateral agreement between consenting Members States.

We invite students from Member States to use this document as a guidepost for the standard of care that must be discharged from their Government. Legislators, Ministers of National Security, Ministers of Defence, Ministers of Education, Higher Learning and Youth are equally welcomed to review their procedures, policies and laws to assess their alignment with the terms of this agreement. As we amplify the voices of 1.4 billion youth and students on this issue, who share a common hope of more peaceful societies, we hope that all stakeholders will seize the moment and support our cause.

Draft 1.0 was put into circulation in October 2023 for review and feedback. The public feedback form has recorded sixty-six (66) responses from ten (10) countries. Eight (8) in-person consultation sessions were conducted during the Year of Youth Tour receiving perspectives from students in Kenya, Namibia, South Africa, Mauritius, Seychelles, Sri Lanka, Malaysia and Papua New Guinea. At the 2nd Pan-Commonwealth Team Meeting over twenty-five CSA country representatives presented their perspective on the "The State of Student Safety and Security in the Commonwealth". The feedback was incorporated in Draft 2.0 which was ratified at the CSA Congress (Online), October 26, 2024.

Signed,
The CSA Executive Committee 2022-2025

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Definitions

“consultation” is a structured, democratic and inclusive process of dialogue that enables various stakeholders, including government officials, educators, students, parents, and civil society organizations, to collaborate, share perspectives, and work towards reforms in the education sector.

“non-violent peaceful protest” - a form of collective action in which individuals or groups express their grievances, advocate for a cause, or seek social, political, or policy change without resorting to physical violence, harm, or force. It is a means of civil resistance and public expression that relies on non-aggressive, non-destructive methods to convey a message or effect change.

“school zones” are areas surrounding schools where traffic and public safety measures are heightened

“victimization of student activists” refers to the unfair, unjust, or harmful treatment, harassment, or retaliation directed at students who are actively engaged in advocating for social, political, or academic change.

Preamble

We the students of the Commonwealth

i. Adopting in its entirety the values contained in the Commonwealth Charter

ii. Recognizing the vulnerability of students, especially students who have not reached the age of majority, to the most detrimental effects of ineffective standards and measures to secure the safety of students,

iii. Recalling that the preservation of democracy requires Member States to facilitate consultation, consolidation and reasonable peaceful challenge to its decisions and policies, by civil society including student led organizations,

iv. Affirming our commitment to student participation at all levels of education policy and decisions that affect citizens,

v. Recognizing that the issue of student safety and security is broad and contains a wide subset of issues and that the prominence of these issues in each country is influenced by culture, geography, economy, history, social and political factors,

vi. Affirming that the right to freedom of expression, including the right to protest, is a fundamental human right protected by international law and the constitutions of many countries.

vii. Recalling that the universal Declaration of Human Rights and the International Covenant on Civil and Political Rights, protect the rights of individuals to engage in peaceful protest and express their views:

Article I - Protection of School Zones

1.1 We stress the importance of ensuring the protection of school zones as it is vital to the safety and well-being of students, educators, and the community.

1.2 We implore Member States to implement appropriate measures to mitigate against motor vehicle accidents involving children in school zones including

1.2.1 crosswalks, install pedestrian-activated signals and school crossing guards to help students safely cross streets as well as traffic calming measures in and around school zones. This includes speed limits, speed humps, speed cameras, and other physical modifications to reduce vehicle speeds especially during school hours.

1.2.2 establishing clear school zone schedules, which indicate when reduced speed limits and enhanced safety measures are in effect.

1.2.3 developing and promoting safe walking and biking routes to schools, including sidewalks and bike lanes, where possible.

1.2.4 Schedule increased police presence in and around school zones during peak hours to monitor traffic and enforce safety regulations.

1.2.5 Integrate age appropriate road safety education in the curriculum to include guided roadway visits.

1.2.6. Avoid constructing main entrance gates on highways and where necessary construct overhead bridges.

1.3 We encourage Member States to invest in safe and efficient school transportation services, such as school buses or school-sponsored carpools, to reduce the number of private vehicles in school zones.

1.4 We support the development and enforcement of legislation and policies that prioritize school zone safety. This can include specific regulations related to school zones and penalties for violations.

Article I - Protection of School Zones Cont'd

1.5 In furtherance of maintaining environments conducive to learning and protecting students we support the implementation of

1.5.1 Frequent police patrols around schools and in the the case of institutions that provide boarding or hostels that twenty-four (24) hour surveillance be provided;

1.5.2 Zoning laws that prevent bars and adult clubs from being located near schools.



Article II - Campus Safety

2.1 We firmly believe that campus security is a critical concern for educational institutions to ensure the safety and well-being of students, staff, and visitors.

2.2 We urge Member States to provide resources to educational institutions to implement campus security measures including

2.2.1 access control systems, such as electronic key cards, biometric authentication, or visitor check-in procedures, to regulate who can enter campus buildings and facilities

2.2.2 the installation of surveillance cameras in strategic locations throughout the campus to monitor activity and deter potential threats.

2.2.3 the employment of trained security personnel, including security officers, guards, and campus police, to patrol the campus, respond to incidents, and provide a visible security presence.

2.2.4 the enforcement of strict visitor registration and identification protocols, ensuring that all visitors are properly identified and escorted while on campus.

2.2.5 the maintenance of a secure perimeter by using fencing, controlled access points, and well-lit pathways to restrict unauthorized entry onto campus property.

2.2.6 ensuring that outdoor areas, pathways, and parking lots are well-lit, reducing hiding spots and improving overall safety at night.

2.2.7 .5.1 approved taxis and other means of public transportation within school zones to respond to crimes targeting students such as kidnapping and robbery

2.3 We support the development and standardization of emergency protocols and systems including

2.3.1 establishing clear and effective emergency communication systems, including mass notification systems, text alerts, sirens, and public address systems, to disseminate information during critical incidents.

2.3.2 developing and regularly updating comprehensive emergency response plans for various scenarios, including natural disasters, fires, medical emergencies, and active threats; ensuring periodic awareness around drills and emergency responses.

2.3.3 maintaining fire safety equipment, conduct regular fire drills, and ensuring that buildings comply with fire safety codes and regulations.

2.3.4 establishing crisis management teams responsible for coordinating responses to emergency situations and ensuring the safety of the campus community.

2.3.5 specific measures to safeguard students vulnerable students in emergency responses, specifically students living with disabilities.

2.4 We support the promotion of community policing strategies that build positive relationships between law enforcement and the campus community.



Article III - Gender Based and Sexual Violence

3.1 We recognize that addressing gender-based violence (GBV) and sexual violence involving students is a critical priority for educational institutions.

3.2 We affirm the need to develop clear and comprehensive policies and procedures that explicitly address gender-based and sexual violence.

3.3 We urge Member States to provide resources to educational institutions to implement systems that prevent GBV and sexual violence and support victims including

3.3.1 educational programs that raise awareness about gender-based and sexual violence, promote healthy relationships, and provide information on consent and bystander intervention to be delivered within spaces of learning at the primary level and at the community level, including parents as well.

3.3.2 providing training for staff, faculty, and administrators on recognizing, responding to, and preventing gender-based and sexual violence

3.3.3 establishing support services for survivors, including counselling, community therapy, reporting mechanisms such as anonymous reporting options medical care, and legal support. Creating a safe and confidential space where survivors can seek help.

3.3.4 conducting awareness campaigns to educate the campus community about the importance of preventing gender-based and sexual violence and the availability of support services.

3.3.5 providing education on what constitutes consent and the importance of continuous communication, emphasizing the importance of consent in all sexual relationships

3.3.6 programs that target young boys, address toxic masculinity, male rape and provide outlets for them.

3.4. We stress that programs aimed at preventing and reducing gender based violence and sexual violence should not be discriminatory towards women or men based on their background.

3.5 We encourage Members States to deploy age appropriate counselling services to respond to challenges faced by student transitioning from same-sex institutions to co-education schools.

3.6 We urge the academic community, particularly the Higher Education Sector to be vigilant against academic staff who demand sex for grades. Measures such as secondary marking or a system to appeal examination results should be implemented as a layer of protection for students who feel they may be trapped by academic staff who singlehandedly control their grades.



Article IV - Rural Girls and Boys

4.1 We recognize that children in remote, rural areas are more vulnerable to violence, kidnapping, child marriage, terrorism and human trafficking.

4.2 We agree that protecting rural girls and boys in schools is crucial for ensuring their safety, well-being, and access to education. Rural areas often present unique challenges, such as long distances to schools, inadequate infrastructure, and traditional gender norms that can make girls more vulnerable.

4.3 We urge Member States to provide resources to educational institutions to implement systems and protections for rural girls and boys that include

4.3.1 providing safe and affordable transportation options for children living in remote areas to help them access schools.

4.3.2 creating separate, private, and secure washrooms and changing rooms for students to maintain their dignity and safety.

4.3.3 developing systems to monitor and respond to early warning signs of abuse, dropout, or irregular attendance.

4.3.4 identifying and improving safe routes to school for students, particularly in areas where they may encounter risks, such as wildlife, rough terrain, or dangerous roads.

4.3.5 ensuring that girls and boys are aware of their legal rights, including laws related to child protection, gender equality, and education.

4.4 We encourage the implementation of a gender-sensitive curriculum that promotes gender equality, human rights, and personal safety as well as empowerment programs and extracurricular activities for girls that build their self-esteem, leadership skills, and self-defence skills.

4.5 We recognize the need to ensure access to affordable menstrual hygiene products in schools to help girls manage their hygiene and prevent absenteeism during menstruation.

4.6 We support the provision of training to teachers and school staff on gender-sensitive teaching and creating a safe and inclusive classroom environment. Staff must be trained in recognizing signs of abuse or distress in students.

4.7 We call upon Member States that have experienced mass abductions of rural girls to deploy increased security personnel around schools in remote locations. The security forces must increase their intelligence capacity and employ tracking technologies to intercept terrorist groups that prey on remote schools.

4.8 We call upon Member States to implement measures to reclaim boys recruited as child soldiers and prevention strategies to deter the recruitment and abduction of boys by military groups.



Article V - Student Protest

5.1 We recognize that managing student protests on a college or university campus can be a complex and challenging task. It is important to balance students' right to free expression with the need to maintain order and ensure the safety of all members of the community.

5.2 We firmly believe in the recognition and respect for students' rights to free speech and peaceful assembly and encourage Member States to educate students on positive activism within the Civics Education curriculum.

5.3 We agree that consultation, dialogue, negotiation and cooperation between student organizations and Government must be the first and preferred mechanism to resolve issues.

5.4 We firmly believe that consultation plays a critical role in negotiating with governments for education policy change. Consultation results in policies that are more equitable, effective, and responsive to the needs of all stakeholders in the education system. It is a cornerstone of participatory governance and democratic decision-making in the field of education.

5.5 We reiterate our commitment to having clear, fair, and transparent policies regarding protests and demonstrations.

5.6 We call on Members States and school administrators to show respect for student leaders and their role in organizing protests and their right to participate in student activism by acknowledging students' concerns and engage with them in a constructive manner.

5.7 We support open communication between the administration, Government and student leaders and the establishment of channels for dialogue to address concerns and grievances before they escalate into protests.

5.8 We agree that student leaders should adopt measures which promote safe, peaceful, non-violent protest to include

5.8.1 exhausting all reasonable efforts to obtain permits, including permits from the local municipal authority or notify the administration about their planned protests in advance.

5.8.2 the designation of specific areas on campus where protests can occur. These areas should balance visibility and accessibility with minimal disruption to regular campus activities.

5.8.3 coordinating with campus security or local law enforcement to manage the event. Establish crowd control measures and emergency response plans.

5.8.4 consulting with legal counsel to ensure that the institution's policies and actions are consistent with the law and students' constitutional rights.

5.9 We urge Member States to avoid interference with peaceful protests unless there are concerns about safety or disruption. Law enforcement should only be called in when necessary, and they should be trained in handling protests peacefully and avoiding human rights violations.

5.10 We emphasize that in the event that law enforcement is called in, they should be instructed to use minimal force and to prioritize de-escalation techniques to avoid unnecessary confrontations.

5.11 We recognize that each protest may be unique, and the approach to managing them should be flexible and context-specific. The goal is to create an environment that allows for the peaceful expression of ideas while maintaining the safety and order of the campus community.

5.12 We recognize that non-violent peaceful protests have been an important catalyst for social and political change throughout history and continue to be a fundamental aspect of democratic societies. They offer a means for individuals and groups to raise awareness about important issues, challenge injustices, and engage in dialogue with authorities and the broader community to effect positive change.

5.13 Non-violent peaceful protests often involve public gatherings, boycotts, strikes, sit-ins, rallies, petitions or demonstrations in public spaces. These gatherings can range from small, localized events to large-scale marches or movements. Participants may engage in acts of civil disobedience as forms of non-compliance with laws or regulations, to draw attention to their cause. Protesters may employ various forms of symbolic actions, including placards, banners, slogans, and gestures, to convey their message or demands.

5.14 We acknowledge that social media has become an important tool of student activism. The freedom of students to participate in activism on social media, including protests must be protected.





Article VI - Armed Conflicts Involving Students

6.1 We recognize that armed conflicts involving students can occur in various contexts, and they are a matter of great concern due to the potential for harm to young individuals and disruption to the educational environment.

6.2 We are aware that some student-led protests may escalate into violent clashes with law enforcement or counter-protesters, where students may carry weapons, including makeshift ones. Managing such conflicts with non-lethal means and communication is crucial to prevent injuries.

6.3 We are aware that in some cases, students may be involved in gangs or affiliations that engage in armed conflicts. Gang violence often spills into schools or communities, posing a significant threat to students and the wider community.

6.4 We acknowledge that there have been instances of students carrying out school shootings.

6.5 We acknowledge that universities and schools can be targets for the recruitment of students by extremist groups. Students may become radicalized, leading to involvement in armed conflicts or acts of terrorism.

6.6 We encourage student organizations and Governments to collaborate in implementing measures to prevent and address armed conflicts involving students including

6.6.1 identifying and addressing the root causes of conflicts, such as social and economic disparities, discrimination, or mental health issues.

6.6.2 promoting education and awareness programs that teach conflict resolution, tolerance, and non-violence.

6.6.3 providing accessible mental health services and counselling to students who may be struggling with emotional or psychological issues that could lead to violent behaviour.

6.6.4 gun control measures, such as background checks and restrictions on access to firearms, to prevent armed conflicts in schools and communities.

6.6.5 ensuring that law enforcement agencies are trained in dealing with potential armed conflicts involving students, using minimal force when necessary, and adhering to legal processes.



Article VII - Use of Force

7.1 We recognize that the use of force against students participating in protests is a sensitive and contentious issue, and it should be handled with utmost care, ensuring that the rights and safety of all individuals involved are respected.

7.2 We firmly believe that the primary principle should be to use the least amount of force necessary to achieve a legitimate law enforcement objective. Force should only be used as a last resort when all other options for de-escalation have been exhausted. When force is necessary, non-lethal means should be employed whenever possible. This may include techniques such as pepper spray, smoke screens and tasers that are designed to incapacitate without causing permanent harm.

7.3 We stress that where student organizations are engaged in non-violent, peaceful protest the use of force by law enforcement involving weapons, particularly projectile weapons is disproportionate.

7.4 We emphasize that law enforcement and security personnel must prioritize the preservation of life and the safety of all individuals involved in the protest, including protesters, bystanders, and officers.

7.5 We firmly believe that force used should be proportional to the threat or level of resistance presented by the protesters. Excessive force that is disproportionate to the situation is not justified including aggressive and confrontational tactics.

7.6 Law enforcement agencies should have clear and transparent rules of engagement in place, outlining when and how force may be used. Officers should communicate with protesters and provide clear warnings before resorting to force.

7.7 We urge Member States to establish mechanisms for accountability and oversight of law enforcement actions during protests. This may include body-worn cameras, independent review boards, or internal investigations into any use of force incidents.

7.8 We strongly recommend that law enforcement personnel should receive training in de-escalation techniques, conflict resolution, and how to handle protests without resorting to force. Law enforcement agencies must operate within the bounds of the law, and any use of force should be in compliance with applicable statutes and regulations.

7.9 We recognize that cancelling scholarships and de-registering students, though non-lethal, is a form force which administrators use to punish and silence student activists. We call upon Member States to protect students from such tactics which may delay or prevent their education.

7.10 We encourage Member States to acknowledge and organize responses to the unintended consequences of measures to contain protests such as allergic reactions and trauma.



Article VIII - Incarceration of Students

8.1 We firmly believe that the detention of members of student organizations who are operating within their democratic role is to be avoided.

8.2 We recognize that incarceration can disrupt a student's education, potentially leading to academic setbacks or challenges in returning to school after release.

8.3 We strongly recommend that where any student is detained for alleged conduct concerning their participation in non-violent, peaceful protest, such person shall be entitled to bail within 24 hours.

8.4 We are firmly against the abuse of State power used to detain students involved in peaceful protest.

8.5 We agree that students defending and exercising freedom of expression should not constitute grounds for arrest or detention unless the words or conduct of the student specifically encouraged harm.

8.6 We urge Member States to desist from making politically motivated arrests of students.

8.7 We firmly believe that Member States that detain law-abiding student activists because they challenge the government or other powerful entities act in contravention of the Commonwealth Charter and international human rights laws.

8.8 We stress to Member States that arrested individuals, including student activists, have legal rights, such as the right to legal representation, a fair trial, and protection from torture and ill-treatment.

Article IX - Victimization of Students

9.1 We recognize that student activists often work to raise awareness about issues, express dissent, and seek reforms, and they can be vulnerable to various forms of victimization.

9.2 We are aware that student activists may face harassment and intimidation from various quarters, including authorities, peers, or those who disagree with their causes. This can manifest as threats, online abuse, or physical intimidation.

9.3 We are firmly against retaliatory conduct cloaked as disciplinary action by academic institutions such as suspension, expulsion and unfair academic treatment such as prejudicial grading of assignments, reduced deadlines.

9.4 We support the implementation of policies and mechanisms to protect student activists who may be exposing wrongdoing or unethical behaviour within the institution.

9.5 We recognize that student activists from marginalized groups may face bias, discrimination, and stereotyping based on their activism or personal characteristics. Institutions should promote diversity, equity, and inclusion in these contexts.

9.6 We support the training of faculty and staff to recognize and address instances of victimization.

9.7 We encourage students to document incidents of victimization and harassment and report them to appropriate authorities, including school administrators and law enforcement, if necessary.

9.8 Student organizations should not be blocked from conducting their activities by the authorities.

9.9 We encourage Member States to implement appropriate checks and balance in the use of disciplinary measures such as expulsion and suspension to prevent them from being used as retaliatory tools against students as well as protection for whistleblowers.

Article X - Traditional Bullying and Cyberbullying

10.1 We recognize that traditional bullying and cyberbullying in schools significantly affects the safety and security of students. These forms of aggression and harassment can have serious and long-lasting consequences for victims, creating an environment of fear and emotional distress. Victims may experience anxiety, depression, low self-esteem as well as contemplate self-harm and suicidal thoughts.

10.2 We recognize that traditional bullying can escalate to physical altercations, putting the safety of students at risk. This may include physical assaults, wounding and various forms of physical harm within and outside of school premises.

10.3 We recognize that students who are bullied or cyberbullied often struggle academically as it can impact their ability to concentrate and learn. Bullying victims may skip school or avoid social situations to escape their tormentors, leading to increased absenteeism and truancy.

10.4 We encourage the teaching of conflict resolution skills through the formal curriculum, extra-curricular activities such as clubs and sports and their incorporation in values and attitudes programs that teach life skills.

10.5 We call upon Members States and educational institutions to implement comprehensive prevention and intervention measures to address traditional bullying and cyberbullying, including

10.5.1 developing and enforcing clear anti-bullying policies that define the types of behaviour that are prohibited, establish safe reporting mechanisms and outline the consequences for bullies.

10.5.2 educating students, staff, and parents about the impact of bullying, the importance of prevention and the difference between bullying and teasing.

10.5.3 providing counselling and support services for victims, bullies, and bystanders. Encourage open communication and conflict resolution. We call upon stakeholders in the education sector and civil society to support the improvement of the ratio of school counsellors to students.

10.5.4 teaching students about responsible online behaviour and the consequences of cyberbullying.

10.6 We encourage institutions to enforce the accountability of life skills teachers and counsellors, addressing teachers breaking confidentiality of students.

10.7 We urge Members States to address student to teacher bullying. The impact of this social outbreak is damaging to the teaching profession which lowers teacher morale and discourages potential candidates from joining the profession.

10.8 We support the enforcement of parental responsibility at the state level for child exposure on social media. Parental permission and supervision of children using social media should be enforced with appropriate sanctions.

10.9 We agree that the age limit for children to join social media platforms should be enforced notwithstanding economic opportunities that exist for children an in cases where children are admitted to social media platforms there should be full adult/parental supervision.

10.10 We agree that reporting structures must be in place to respond to students who are victims of cyber bullying. This may require school administrators to collaborate with Ministries and Departments.

10.11 We call upon Member States to curtail the violent, aggressive and harmful practices masked behind ragging initiation rituals in institutions of higher Learning.



Article XI - Times of Conflict

11.1 We recognize that ensuring the safety and security of students during times of conflict, war, and civil unrest is a paramount concern. These situations pose significant threats to the well-being and education of students.

11.2 We encourage Members States to identify safe school locations that are less vulnerable to conflict-related risks. These locations should be chosen based on their distance from potential conflict zones and the presence of adequate security measures.

11.3 We support the establishment of safe routes to and from school that minimize exposure to conflict areas. These routes should be well-marked and patrolled when possible.

11.4 We encourage Members States to deploy trained security personnel to protect schools and students. These personnel can include school security guards, community watch groups, or, in some cases, military or police protection.

11.5 We encourage educational institutions to designate safe spaces or shelters within school premises where students and staff can seek refuge during conflict or emergencies.

11.6 We commit to engage in advocacy and diplomacy efforts at the national and international levels to raise awareness about the importance of education in conflict-affected areas and secure funding for education initiatives.

11.7 We implore Member States to prioritize the reconstruction and rehabilitation of damaged or destroyed school infrastructure, ensuring that they meet safety and accessibility standards.

11.8 We recognize the need for the provision of psychosocial support services for students who may have experienced trauma or loss as a result of conflict.

11.9 We support the integration of peacebuilding and conflict resolution programs into the education system to address the root causes of conflict and promote reconciliation.

11.10 We support the provision of access to education for soldiers to continue their education during extended conflicts. Youth who are recruited for war and are forced to delay continuing their education after the secondary level should be prioritised in the allocation of training and educational opportunities post-conflict.



Article XII - Mental Health

12.1 Addressing mental health is integral to ensuring the safety and security of students, as mental health issues can significantly impact their well-being and academic success.

12.2 We encourage members to implement screening programs to identify students who may be struggling with mental health issues, such as depression, anxiety, trauma or suicide as well as involve parents and families in mental health initiatives.

12.3 We implore Member States to promote mental wellness and resilience through educational programs, workshops, and awareness campaigns. Students must be taught coping skills, stress management techniques, and strategies for maintaining emotional well-being.

12.4 We call upon Member States to integrate mental health education into the curriculum, covering topics such as stress management, emotional regulation, conflict resolution, and interpersonal skills.

12.5 We encourage Member States to establish peer support programs or peer counseling initiatives where students can receive support from their peers who have been trained in mental health first aid or peer counseling techniques.

12.6 We encourage Member States to provide training for school staff and faculty on recognizing signs of mental distress, responding to mental health crises, and referring students to appropriate resources. Encourage a supportive and non-judgmental approach.

12.7 We encourage Member States to ensure that mental health services are culturally competent and sensitive to the diverse needs of students from different backgrounds, including racial and ethnic minorities, and students with disabilities.

12.8 We encourage stakeholders in the education sector to foster a culture of acceptance and inclusion where students feel comfortable seeking help for mental health issues without fear of stigma or discrimination as well as challenge stereotypes and misconceptions about mental illness.

Article XIII - Climate Change and Natural Disasters

13.1 We are clear that addressing climate concerns and natural disasters is paramount to the safety and security of students. Schools and educational institutions should develop comprehensive guidelines and protocols to address these challenges.

13.2 We urge Member States to educate students on the risks associated with climate-related disasters, such as hurricanes, floods, wildfires, and extreme heat. Students must be taught about emergency preparedness measures and evacuation procedures.

13.3 We implore Member States to:

13.3.1 Develop and regularly review emergency response plans that outline procedures for various types of natural disasters. Include evacuation routes, assembly points, and protocols for communication and accountability.

13.3.2 Implement early warning systems to alert students and staff about impending natural disasters. Utilize sirens, alarms, text alerts, and other communication channels to disseminate warnings quickly.

13.3.3 Identify and designate safe areas within school buildings or on campus grounds where students can seek shelter during natural disasters. Ensure that these areas are structurally sound and provide protection from hazards.

13.3.4 Maintain emergency supplies, including first aid kits, water, food, flashlights, batteries, and blankets, in designated locations throughout the school. Ensure that students know how to access these supplies during emergencies.

13.3.5 Establish clear communication protocols for notifying students, parents, and staff about emergency situations. Develop procedures for contacting emergency services, parents/guardians, and local authorities.

13.3.6 Coordinate with local emergency services, including fire departments, police, and medical responders, to develop and implement emergency response plans. Conduct joint training exercises and drills when possible.

13.3.7 Take into account the needs of students with disabilities, medical conditions, or other special requirements when developing emergency plans. Ensure that accommodations are in place to support their safety and well-being.

13.3.8 Incorporate environmental education into the curriculum to raise awareness about climate change, sustainability, and the importance of protecting the environment.

13.3.9 Construct and adapt spaces for learning to facilitate sufficient ventilation and cooling systems in response to rising temperatures. This may involve installing windows, vents and air conditioning systems.

13.3.10 Engage students in community resilience-building activities, such as tree planting, recycling programs, and disaster preparedness campaigns. Empower them to take action to mitigate the impacts of climate change and natural disasters.



