

A Partial List of Multi-Component Approaches (MCAs) and Multi-Intervention Programs (MIPs)
and a Checklist to Determine their Current Status and Capacities

This document lists several MCAs and MIPs (Intersectoral Policy/Program Coordination Frameworks) which have been published by UN agencies and are being used in countries around the world. Each of these frameworks uses interventions organized, coordinated, and delivered within components, domains or pillars such policy, education, student services, physical environment and psycho-social support to address different barriers to inclusion & equity. To be qualified as an MCA or MIP, these interventions **need to be coordinated** as a requirement by the jurisdiction (delivering several separate interventions does not qualify). To be effective, these MCAs and MIPs need to have the **contributions of staffing or funding from other ministries/agencies** to the school system. As well, the MCAs and MIPs need to be **aligned, contextualized, implemented, coordinated, sustained, integrated within school systems, scaled up** by **incremental systems change** to be **sustained and institutionalized**.

Barrier, Multi-Component Approaches (MCAs) – Partner ministries & Examples	Multi-Intervention Programs (MIPs)
Core Education Mandates - Recruiting out of school youth/preventing dropouts (eg UNICEF Global Out of School Initiative & Dropout Prevention) - Child Rights/Inclusion/Social Attachment to schools (e.g., UNICEF Child Friendly Schools) - Problems in early childhood – social protection, children & families (e.g., GPE Strategy for early childhood) - Including students with disabilities/special needs (e.g. UNESCO Disability Inclusive Education, GPE Inclusive Schooling) - Graduation & Transition to Work -employment (e.g., OECD Not in Education or Employment -NEET) Specific Barriers to Inclusion & Equitable Achievement - Students who have been excluded from school for social/political reasons – human rights (e.g., UNGEI Girls Education) - School Nutrition/ School Feeding – social protection, agriculture(e.g., World Bank, World Food Program) - Healthy Schools – health (e.g., WHO Health Promoting Schools) - Low Resource Countries (e.g. UNESCO, WFP, Sch. Health & Nutrition, WFP-UNICEF Essential Package of Interventions) - Preventing, prohibiting discrimination – human rights (e.g., SOROS Foundations, UNESCO Global Citizenship) - Safe schools - Violence, bullying – police, welfare, social protection (e.g. WHO, UNESCO, UNICEF Violence Prevention) - Safe schools - Crime & drugs- police, justice (e.g., UNODC Education for Lawfulness, Peace, Order, Good Government) - Disaster Risk Reduction – public safety, relief aid agencies (e.g., UNISDR DRR & Recovery) - Conflict-Affected Countries (e.g. INEE Education in Emergencies Standards) - Peace Education – citizenship (e.g. UNESCO Peace Education Framework, UNICEF Learning for Peace) - Sustainable Development/Eco-Green Schools - environment (e.g. Eco-Schools Global) - Open/Community Schools - economic development, social protection (e.g., UNESCO Open Schools) - Global Citizenship – citizenship (e.g., UNESCO Associated Schools) - Indigenous Schooling – tribal authorities (e.g., Indigenous School Health) - Minorities – religious, culture, language (e.g., UNICEF Partnering with Religious Communities) Frameworks Building Core Components for all Approaches & Programs Macro-Policy requiring common, core components & coordinated interventions (e.g., FRESH Framework) - Multi-tiered, integrated, services to students (e.g., Positive Behavioural Interventions & Supports) Physical environment Water, Sanitation, Hygiene (WASH) (e.g., UNICEF WASH in Schools, - School construction, retrofitting – municipalities (e.g., UNISDR, ISDR, World Bank Safe School Construction) Psycho-social environment (e.g., UNESCO Safe & non-violent learning environments)	- Barriers to Student Learning (eg Literacy) - Foundational Learning (Early Grades) - Learning majority language as 2nd language - Transitions (to primary, secondary & work) - Child growth & development/stunting - Vision, Hearing - Child Abuse & Neglect - Family Violence - Child Sexual Abuse - Mental health/mental illness - NCDs/chronic disease - Promoting Sun Safety - Avoiding/reducing environmental hazards - Managing climate crisis health threats (Heat, Floods, Zika virus, Dengue Fever) - Preventing Infectious Diseases/Vaccines - Child Trafficking/ Exploitation - Supporting and educating refugee students/immigrants - Preventing Bullying, Cyber Bullying - Preventing, reducing gang involvement - Preventing student isolation, alienation, violent extremism, school shootings - HIV/STI, Sexual Health - Substance abuse/tobacco use - Physical activity - Accidental injury/safety - Menstrual health & hygiene - Dental/oral Health - Food & Nutrition

	• Instruction & extended education (e.g., Health & Life Skills Education)	
	The Status & Capacities of the Multi-component Approaches (MCAs) or Multi-Intervention Programs (MIPs) This checklist could be used by the partners/ correspondents creating this profile to get a deeper understanding of the progress being made.	
☐	Multiple interventions are being implemented on this barrier to inclusion & equity, aspect of human development or health/social issues but no MCA or MIP framework has been endorsed or adopted as policy	
☐	A Ministry statement, declaration or guidance document supporting this MCA or MIP has been adopted but there are no required actions, reporting, staffing, funding or procedures	
☐	A Ministry macro-policy or law/regulation requires that components or interventions be coordinated and describes the activities, staffing, funding and/or reporting procedures in this MCA or MIP	
☐	This MCA or MIP is aligned or coordinated with other MCAs or MIPs through assigned coordinators, reporting structures, joint budgeting, and other activities	
☐	Actions taken within this MCA or MIP also serve to strengthen the core components common to all MCAs and MIPs such as a core health/life skills education program, or integrated student services, or a healthy physical and social environment in and near schools	
☐	Ministry has a written, current action plan on this MCA or MIP with actions, dates, responsibilities	
☐	There is a current inter-ministry agreement on this MCA or MIP	
☐	There is an active inter-ministry committee on this MCA or MIP	
☐	There is at least one coordinator assigned full or part time on this MCA or MIP within at least one ministry	
☐	The role of each relevant ministry has been described for this MCA or MIP	
☐	The role of local agencies of each relevant ministry on this MCA or MIP has been described and funded for this MCA or MIP	
☐	The role of local schools in implementing this MCA or MIP has been described and has been encouraged by actions such as school recognition/small incentive project funding, school self-assessment tools , or school award/accreditation programs	
☐	The role of front-line staff of each relevant ministry/sector has been described and funded for this MCA or MIP	
☐	The education ministry has a specific budget line/section named for this MCA or MIP	
☐	There is an administrative unit or division within the education and/or another ministry that is responsible for leading & coordinating this MCA or MIP.	

☐	There is a broad-based coalition of groups at the national/state level advocating and assisting in the implementation of this MCA or MIP
☐	There are several strategies being used to implement, maintain, scale up and sustain the MCA or MIP. These include the use of evidence-based situation analysis tools, consultations with stakeholders, active involvement of senior ministry leaders, consultations with middle managers, mentoring and communities of practice and local university-based research centres.
☐	There are several stipulated procedures or practices as well as required reporting times for the monitoring, reporting and evaluating progress in implementing this MCA or MIP. These can include accreditation programs, regular annual and other reports, regular policy & program surveys, analysis of policy, curriculum and guidance documents, self-assessment tools and school recognition programs and others
☐	The data, reports from these monitoring, reporting & evaluating procedures are used/fed into stipulated systems improvement planning processes for each of the relevant ministries.
☐	There is a written plan for building the system and organizational capacities needed for this MCA or MIP (adequate funding, adequate staffing, coordinated policy, senior leader support, ongoing knowledge development & exchange, workforce development, sustainability planning, strategic issue management)
☐	There is a specific, written education ministry strategy for integrating this MCA or MIP within the core mandates, concerns and constraints of the education system
☐	There is a specific, written education ministry strategy for using a systems-focused change strategy to sustain this MCA or MIP over the long term. These could include joint inter-ministry appointments of coordinators, joint preparation of budgets, separate web site or designated space on the ministry web site, regular section in ministry annual reports and more.
☐	Other comments regarding the status or capacities of this MCA: Please describe them briefly here: