

Jurisdiction Profile Template

The documents listed below include policy, guidance, curriculum, funding programs and action plans. Documents to be downloaded are indicated by a “DL”.) Guides for teachers, parents, educational resource lists and research summaries are excluded.

This list includes links to web pages on ministry web sites which provide guidance to local authorities or schools but do not have downloadable documents. Links to published global, regional and other reports, surveys and journal articles are also provided when they were identified from convenient secondary sources or brief searches on Google. These secondary sourced documents are included here because they will form part of the profile of the jurisdiction to be developed in future activities.

We have used colour coding to show different lines of inquiry in this study:

- The documents relevant to our investigation of Health & Life Skills education (yellow highlight) are derived from the work of the FRESH Working Group on Health Literacy, Life Skills and Inclusion to improve the monitoring/addition of H&LS education in Target 4.7.1 of the UN goals. They include related curricula, student assessment criteria, teacher education/qualification, education resources
- A larger number of documents (light blue highlight) relevant to our investigation of policies, guidance and curriculum documents related to multi-component approaches and multi-intervention programs promoting inclusion and equity which we are collecting in tandem with our Fact-Finding Survey.
- A fewer number of documents (green highlight) relevant to school food & nutrition programs which are to be included in the UNICEF, UNESCO, ISHN project being led by Simon Fraser University along with the two categories of documents noted above.
- A small number of documents on the system governance, structures, administrative guidelines and procedures (grey highlight) were noted as they could relate to our three categories
- The remaining large number of documents (not highlighted) are relevant to a previous project on inclusion and violent extremism undertaken for Public Safety Canada and will be part of a broader analysis supporting the UNESCO GEM 2020 report on inclusion. The longer list will be used in the future to build “[profiles and pathways](#)” for each jurisdiction.

Methodology: To identify these documents, we searched the education ministry web site (and related sub-sites) extensively. We also examined the other ministry web sites briefly whenever the MOE web site indicated that the related program was operated jointly or primarily by the other ministries. As well, we did brief web searches using Google to identify articles and reports on school-based or school-linked programs published in secondary sources such global databases/observatories, global and regional reports on various approaches and programs, global or regional surveys, journals or reports from other credible organizations.

Name of Country, State or Province:

Respondent:

Correspondents:

Other Contacts:

List of Key Web Sites and Stakeholders

Ministries

NGOs, Donors and Professions

Related Web Sites & Organizations

	Title/Date of Document
Context • Designation as a LRC, MRC, HRC or CADC for the purposes of this project	

Excerpts or Links to descriptions statements, reflecting or reacting to culture, history, climate, economic, geographical, environmental, cultural-national and educational resources of the country or state	
Structure of Education System, References to governing structures, authorities/ responsibilities and degree of centralization/ decentralization	
MOE Mission or Comprehensive Statements about the Purposes of Education, Curricula, Cross-Curricular Competencies (These could include National Curriculum Frameworks (NCFs) or be part of National Education Sector Plans, (also called Education Strategic Plans (ESPs) or even Policy Plans which go beyond learning content to include other aspects of the school system)	
Administrative Procedures, Guidelines, Admin Reporting (EMIS), student records etc.	
Reports, Analysis, Action Plans to Build Back Better after Covid disruption , Renew School Improvement Efforts or Transform School System	
- reports, guidance, policies on providing education during Covid pandemic	

- reports/plans on repair & recovery after Covid (specific programs & changes)	
- reports/plans on continuing with previously planned system improvements (e.g. Goal 4 of UN SDGs, existing jurisdiction plan already underway, - including school improvement programs & procedures)	
- reports/plans on reforming, transforming, or re-imaging school system in the future	
HPSD-Related Inter-Ministry National/State Declarations, Policies, Frameworks, Action Plans	
• <u>Inter-Ministry or Whole of Government Declarations</u>, Policies, Action Plans on Whole Child Approach/Inter-sector Coordination, Inclusion, Equity, Human Rights, Child Rights, Health, Environment, Health, Safety, Security, Diversity/Anti-Racism, Access for People with Disabilities etc.	
• <u>Inter-Ministry Declarations</u>, Policies, <u>Action Plans</u> on <u>Multi-Component Approaches (MCAs)</u> or <u>Multi-Intervention Programs (MIPs)</u>, <u>National/State Action Plans</u> on Healthy Schools,	

Safe Schools, Child Friendly Schools, Students with Disabilities, Food & Nutrition, Indigenous Students, etc. (Includes inter-ministry efforts, structures etc. to align these approaches and programs.)	
Copies of <u>Inter-Ministry</u> Protocols or Coordinated Services Agreements	
Copies and descriptions of <u>inter-governmental</u> protocols, funding arrangements, service agreements and federal-provincial/state or inter-provincial organizations and mechanisms on MCAs or MIPs	
HPSD-Related Education MOE Documents	
Frameworks, Statements, Goals, Priorities for the Education System	
Declarations, MCAs, MIPs, Action Plans, Guidance on education goals and concerns, inclusion, equity, whole child approach, breadth of learning opportunities, cross-curricular competencies etc.	
Declarations, Policies, Action Plans, Guidance on HPSP-related Multi-Component Approaches (MCAs) or Multi-Intervention Programs (MIPs)	Multi-Component Approaches (MCAs)

See our List & Checklist of Multi-component Approaches (MCAs) & Multi-Intervention Programs (MIPs)	Multi-Intervention Programs (MIPs)
National/State Curriculum Framework documents such as required or mandatory core subjects, subjects required for graduation, pathways to graduation from secondary school	
National/State Declarations, Policies, Action Plans on Pedagogy, Student Assessment and teaching/learning strategies & materials such as project-based/constructivist learning, standardised or random student testing, textbooks, databases or repositories of educational resources	Pedagogy/Teaching/Learning Strategies Student Assessment Teaching/Learning Strategies & Materials
Guidance Documents on Learning-Behaviour Models (LBMs) such as SEL, Life Skills, Health Literacy, Food-Nutrition Literacy, Global Citizenship, Education for Sustainable Development, Restorative Justice, Media literacy, Indigenous Perspectives etc.	
HPSD-related & Other Curricula Documents and Guidance	Key subjects

	Health & Life Skills Education Home Economics/Family Studies Education Physical Education Guidance Education <u>Other Subjects</u> Social Studies (Treatment of Diversity, Human Rights, Colonization etc.) Moral & Religious Education (Promoting faith, spiritual/moral development as well as universal values & respect) Language Arts (Literature, Poetry, Drama in Majority or Official Language) Ancestral & Minority Languages Education International Languages (promoting cultural diversity) Language Training for Immigrant & Refugee Students Indigenous Languages & Schooling (treatment of residential schools, indigenous world view of health, personal, social & spiritual development eg. land, ancestors, tribal survival, colonization, etc.) Arts Education (Portrayal of Minorities, Diversity etc.) Science ((Treatment of Biological & Environmental Science as well as including human health and life skills/skills for living)) Technology (ICT) (Concerns about student safety, safe use of tech, social responsibility, ethical issues etc.)
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	Career & Technical-Vocational Education (Concern about health, safety, social development as well as training in health and social care careers)) Minority Schooling (focus on colonization, discrimination, specific health concerns or safety risks) Alternative Schooling and Individual Education Programs (focus on high-risk behaviours or conditions such as foster care, hospitalized students, incarcerated students etc.)
Policy, Guidance or Action Plans on Cross-Curricular teaching & learning	
Education and Other Ministry Declarations, Policies, Action plans on Extended Education Strategies, Programs and Activities • Pre-school, Day care, Early Education Programs • Lunch Hour Programs • After School Programs • Co-curricular Programs • Remedial/Tutoring/Support • Youth Drop-In Centres • Community-based Youth Development linked with Schools • On-line Learning Linked with Schools • Access, Transition to Post-Secondary Education, Training, Employment	

• National/State Policies, General Requirements for Teacher Certification, Education, Development & Work Force Planning	
• National/State Declarations, Policies and Action Plans on HPSD-related teacher education and development	Primary Teachers Secondary HPSD specialists Specific students or issues
• National/State Declarations, Policies and Action Plans on education and development of school principals, other specialised educators and education support staff	School Counsellors School Psychologists Pastoral Counsellors School Principals Education Assistants
• National/State Declarations, Policies, Action plans on Student, Youth Involvement	
• National/State Declarations, Policies, Action plans on Parent Participation	

● National/State Declarations, Policies, Action plans on Community Involvement	
● National/State Declarations, Policies, Action plans on Student Services (from MOE or other Ministries) e.g. school meals, school psychologists, teacher aides, etc.	
● National/State Declarations, Policies, Action plans on Social Environment and psycho-social support	
● National/State Declarations, Policies, Action plans on Physical Environment (Sanitation, Construction, Bus Safety, Routes to School, Road Safety, Water etc	
HPSD & School-Related Documents from Other Ministries	
● Statements, Policies, Action Plans on how their ministry or agencies will work with schools, students or educators (e.g. Community policing or crime prevention and schools, health promotion and settings including schools, anti-poverty and child protection and schools, community economic development/youth employment and schools, agricultural production/diversification and school feeding, etc.)	

Other Ministry Published Declarations, Multi-Component Approaches (MCAs) or Multi-Intervention Programs (MIPs), National/State Action Plans on Healthy Schools, Safe Schools, Child Friendly Schools etc.	
Other ministry Guidance documents from other ministries on addressing the needs of the whole child over the life course.	
Other Ministry Guidance Documents on Learning-Behaviour Models (LBMs) such as SEL, Life Skills, Health Literacy, Food-Nutrition Literacy, Global Citizenship, Education for Sustainable Development, Restorative Justice etc.	
Other Ministry National/State Declarations, Policies and Action Plans on mandates, roles, support services required of their ministry and local agencies in working with education systems and schools.	
Other ministry National/State Declarations, Policies and Action Plans on initial education and development of their respective categories of staff that work with schools (e.g. nurses, social workers, aid workers, police officers, security/civil protection.	Early Childhood Educators School Nurses School Physicians/Links to Clinics/Physicians Offices School Social Workers

	In-school care workers School Resource Officers School Security/Civil Protection Staff Youth Workers Relief & Development Aid Workers Workforce Development & Planning
Guidance from other ministries on HPSD-related Curricula Documents and Education Resource Lists, Collections ● Health & Life Skills Education ● Home Economics Education ● Physical Education ● Social Studies ● Language Arts (Majority Language) ● Moral & Religious education ● Science ● Technology (ICT) ● Minority & Indigenous Languages and Schooling ● Alternative Schools & Individual Education Programs	
Education and Other Ministry Declarations, Policies, Action plans on Extended Education Strategies, Programs and Activities ● Pre-school, Day care, Early Education Programs	

• Lunch Hour Programs • After School Programs • Co-curricular Programs • Remedial/Tutoring/Support • Youth Drop-In Centres • Community-based Youth Development linked with Schools • On-line Learning Linked with Schools	
Policies, practices, procedures, guidance to build capacity - minimum staffing & funding - operational capacities Coordinated policy & leadership Coordination mechanisms Ongoing knowledge development & exchange Strategic, joint issue management U& priorities Written plan for sustaining approach or programs	
Guidance, Policies, Procedures on Monitoring, Reporting, Evaluation, Improvement (MREI) practices Excerpts, copies of surveys, research articles and reports on health, social, economic status of children & youth and behaviours such as	

GSHS, HBSC, GYTS, Early Middle Child Development etc.	
Policies, practices, procedures, guidance on Implementing, Maintaining, Scaling Up and Sustaining (IMSS) programs and approaches	
Policies, practices, procedures guidance on integrating health, safety, equity and social programs within the core mandates, concerns and constraints of school systems	
Policies, practices, procedures guidance on making a paradigm shift to systems-focused actions and change (addressing ecology of the context)	
Assorted Reports, Analyses on the country <u>from Secondary sources</u> including: <u>Global, Regional Collections and Databases</u> on policies, plans and topics • UNESCO Resource Centre on Health & Education • UNESCO Clearinghouse on GCED • Planipolis	

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| <ul style="list-style-type: none">• WHO Database Global Implementation of Nutrition Actions (GINA)• UNESCO PEER (Education Profiles Policy Database):<ul style="list-style-type: none">- Inclusion- Regulating Non-State Actors- Climate Education- Financing for Equity• UNESCO World Inequality Database on Education• SDG Benchmarks• Global Education Observatory• MGEIP-UNESCO SEL• OECD Survey on Social and Emotional Skills• NASBE Database of USA State Laws, Policies on Health & Related Topics• Asia-Pacific SDG\$ 2030 Knowledge Portal
(See reports and country profiles) Contact the recently hired consultant in UNESCO AP office | |
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Global, regional, (national reports for regions, countries, states, provinces)

- WHO (2021) [Rapid assessment of national school health programmes in countries of the WHO SE Asia A summary](#), WHO SEARO
- Healthy Caribbean Coalition (2019) [Rapid Assessment of the School Nutrition Policy Environment In Select Caribbean Countries](#) (Author)
- [UNICEF Evaluation Reports Database](#)
- African Union. (2021) [African Union Biennial Report on Home-Grown School Feeding \(2019-2020\)](#). Addis Ababa, African Union.
- [Country Coordination Mechanisms \(Nutrition\)](#)
Global Implementation Nutrition Action dbase
- [UN SDG \(UN in Action\) Countries & Territories](#)
- [Global AIDS Response Progress Reporting \(GARPR\)](#)
[2020 Progress reports submitted by countries](#)

Global, regional, (national surveys)

- [Global Student Health Survey](#)
- [Health Behaviours of School Age Children](#)
(See researchers on [list of Members](#))
- [Global Youth Tobacco Survey](#)
- [OECD Tracking of youth NEET](#)
- [Global Tracking of Out of School Youth](#)
(Including school enrolment (4.1.2, 4.3.1), dropout/ completion rates and young people not in education or training (NEET)

[Fact Sheet Out of School Youth \(2018\)](#)

[Combining Data on Out-of-school Children, Completion and Learning \(2019\)](#)

[One in Five Children, Adolescents and Youth is Out of School \(2018\)](#)
- [World Inequality Database on Education \(WIDE\)](#) (data from Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS), other national household surveys and learning assessments from over 160 countries)

- [Global School Meal Survey](#)
- [State of School Feeding Reports](#)
- FAO, ABC, FNDE. (2018) [Regional overview of national school food and nutrition programmes in Africa](#). Food and Agriculture Organization of the United Nations, Brazilian Cooperation Agency and Fundo Nacional de Desenvolvimento da Educação.
- [WHO Maternal, Child, Adolescent Health Survey \(2018-19\)](#) (policy docs id'd from survey will be posted [here](#))

[MCAH Data Portal](#) – includes some country policies

- [WHO Nutrition Policy Survey](#)
(p 23 3.3. Coordination mechanisms, 3.3.1 Coordination mechanisms in countries, pp 43-54 3.5.2 Actions implemented through school health and nutrition programmes, p 89 different sector involved)
- [World Bank SABER Self-Assessments](#)
(SABER was discontinued in 2022. Trying to locate country reports on SH & SF but only 3 countries used both)
<https://www.worldbank.org/en/topic/education/brief/systems-approach-for-better-education-results-saber>

Will be replaced by
<https://www.educationpolicydashboard.org/>

- Schools for Health in Europe Survey
 - [Tabulation Report on Countries](#)
(Country-specific reports found under [each SHE member country](#))
 - [Synthesis Report](#)
 - [Analysis on Implementation](#)
- Child Trends USA
 - [State Report](#)
 - [Federal Report](#)
- [UN Surveys on Country Responses to Covid](#)
- European Union
 - [Overview: Improving Quality & Equity](#)
 - [Key Competences for Lifelong Learning](#)
 - [Compendium of inspiring practices on inclusive and citizenship education](#)
 - [Education and Training Monitor 2021](#)
(Theme of Education & Well-being) Includes country reports)
 - [Eurydice](#)

(descriptions of national education systems, comparative reports devoted to specific topics) European Toolkit for Schools Promoting inclusive education and tackling early school leaving • Smart School Meals: Nutrition-Sensitive National Programmes in Latin America and the Caribbean Annex: Country fact sheet • Institute for Health Metrics and Evaluation (IHME), University of Washington. The Global Health Data Exchange (GHDx) is a data catalog with statistical, journal articles and other reports.	
(Report briefly on Google searches conducted here)	