



A coalition of UN agencies, networks, donors and global organizations
Core components of school-based and school-linked approaches
Promoting educational success, health and development

Cross-Cutting Themes in the FRESH Framework An Overview and Theme-Related Indicators

Introduction

This overview and sets of indicators for the cross-cutting themes within the FRESH Framework builds on the three existing CC themes published in 2014 on partnerships, community ownership and child participation. The additional cross-cutting themes reflect discussions among FRESH Partners on implementation, capacity and sustainability issues¹ that broadened into a wider systems approach. Existing UN and other credible guidance documents have been used to define the themes and to draft the related indicators. There is a policy/professional consensus on these themes and there are several related resource documents from which we have drawn in preparing this document. This document was approved by the FRESH Partners in June 2020.

The purpose of the document is the same as the [core](#) and [topic/thematic indicators](#) of the FRESH Framework. To provide a succinct set of indicators that can be used by countries to self-assess their progress. FRESH Partners are also conducting a fact-finding survey and collection of policy/curriculum documents in 2020 that will be aligned with these CC themes. As well, the FRESH Partnership is updating its set of Thematic (topic/issue) Indicators to incorporate these context-related, implementation/scale up/sustainability, capacity, integration and systems-related criteria. In their essence, these themes describe the dimensions of a systems-focused approach^{2,3,4,5,6,7} to school health promotion and social development.

¹ FRESH Partners (2019) [Implementation, Maintenance, Scaling Up, Sustainability \(IMSS\) of Interventions, Multi-Intervention Programs and Multi-Component Approaches: Working Paper](#), Author

² Herlitz, L., MacIntyre, H., Osborn, T. *et al.* (2020) [The sustainability of public health interventions in schools: a systematic review](#). *Implementation Sci* **15**, 4 (2020). doi.org/10.1186/s13012-019-0961-8

³ Scott R. Rosas (2017) [Systems thinking and complexity: considerations for health promoting schools](#), *Health Promotion International*, Volume 32, Issue 2, April 2017, Pages 301–311 doi.org/10.1093/heapro/dav109

⁴ Hung TTM, Chiang VCL, Dawson A, Lee RLT (2014) [Understanding of Factors that Enable Health Promoters in Implementing Health-Promoting Schools: A Systematic Review and Narrative Synthesis of Qualitative Evidence](#). *PLoS ONE* 9(9): e108284. /doi.org/10.1371/journal.pone.0108284

⁵ ISHN (2018) [A New Paradigm for School Health Promotion in the 21st Century](#) Surrey, BC, Author

⁶ Gemma Carey, Eleanor Malbon, Nicole Carey, Andrew Joyce, Brad Crammond, Alan Carey (2015) [Systems science and systems thinking for public health: a systematic review of the field](#), *BMJ Open* 2015;5: e009002

⁷ Atkins, M.S., Rusch, D., Mehta, T.G., Lakind, D. (2016). [Future Directions for Dissemination and Implementation Science: Aligning Ecological Theory and Public Health to Close the Research to Practice Gap](#), *Journal of Clinical Child & Adolescent Psychology*, 45, Iss. 2, 2016

Since these cross-cutting themes need to be addressed at a systems level, the sets of indicators accompanying each theme have been defined at the national/sub-national level only. It would be relatively easy to also articulate agency and school-level indicators as per the core FRESH indicators have done. However, this has been left to the discretion of countries and organizations using this self-assessment tool. The decision to assess progress on these cross-cutting themes is likely best done at a system (country or state) level.

Further, we note that the criteria and indicators presented in this document are often focused on a planning, review or operational process rather than a product or well-defined activity. These processes are often quite fluid in nature and are often never complete as such. A simple yes-no/completed checklist is therefore inappropriate. Consequently, we have added a four-level rubric to use when making your own judgements about your progress on those criteria. As well, processes are often dependent on the context, timing of the assessment and other local factors. Consequently, this document suggests that countries and organizations review the presentation/discussion in the left-hand column, decide what is more important or relevant to their situation and then seek to gather data and make a judgment on their progress.

As we build on this initial set of criteria and indicators for these cross-cutting themes, we will be building collections of research, resources and examples of country reports, documents and other materials that can help countries to immediately consider their next step; improvements based on the assessments coming out this product and the process you use in your country.

Cross-Cutting Themes

The following cross-cutting themes are guiding principles or essential elements of the systems-focused approach to implementing and sustaining the [core components](#) and [topic/thematic programs](#) of the FRESH Framework:

1. Understanding the Context to Focus Resources on Priority Needs
 - a) Doing a situation analysis
 - b) Using an evidence-based, experience-tested situation analysis tool
 - c) Collecting, using data from regular, reliable surveys
 - d) Using national self-assessment tools to understand system capacity
 - e) Identifying and describing a limited number of national priorities
 - f) Focusing resources on these priorities
 - g) Learning from comparisons with similar countries

2. Building a Shared Vision Across the Sectors Working With & Within Schools
 - a) Addressing the needs of the whole child
 - b) Supporting all children & youth, especially the disadvantaged or vulnerable
 - c) Promoting gender equity and diversity
 - d) Respecting ethnic, cultural, racial diversity
 - e) Engaging & empowering young people
 - f) Informing, involving, educating & supporting parents

g) Involving and supporting community participation & ownership

3. Aligning Sectoral Policies and Promoting Intersectoral Coordination

- a) Child-youth and school-related policies and programs are grounded within and aligned across core programs in several ministries
- b) Policies committing to and requiring inter-ministry, inter-agency and inter-professional cooperation
- c) Structures, organizational practices, multi-level policies committing to intra-ministry coordination at multiple levels within systems
- d) Explicit support and actions to strengthen and maintain the core infrastructure required to deliver all multi-component approaches (overarching policy, instruction & informal education, delivery of support services, inclusive social environment, safe, healthy physical environment & resources)
- e) Explicit selection and alignment of multi-component approaches used in various sectors (healthy schools, safe schools, inclusive schools, community schools, social & emotional learning etc.)
- f) Explicit development and maintenance of multi-intervention programs on broad educational, health and social issues (active schools, nutrition friendly schools, girl-friendly schools etc.)
- g) Establish formal mechanisms (protocols, committees, assigned staff) to coordinate multi-component approaches and multi-intervention programs
- h) Promote and support informal mechanisms (joint professional development, consensus statements, participation in broad coalitions, inter-agency newsletters, etc.) to encourage informal cooperation across ministries, agencies and professions

4. Implementing, Maintaining, Scaling Up and Sustaining Approaches and Programs

- a) Using evidence-based, experience-tested implementation frameworks and published planning tools
- b) Anticipating and planning for adequate staff/instructional time to implement and maintain the interventions as well as core/front-line human and start-up and on-going financial resources from the outset
- c) Assessing the relevance, complexity, suitability/fit, risk and benefits of interventions
- d) Using standard operational planning techniques and elements
- e) Anticipating local barriers and opportunities
- f) Planning for critical junctures or transition points in the scaling up process
- g) Realistic, strategic planning for sustainability/institutionalization of approaches and programs

5. Building system, agency and professional capacities

- a) Inter-ministry, inter-agency and school-level coordination committees
- b) Coalitions to share information/knowledge, create consensus
- c) Designated coordinators at all levels with defined roles & resources
- d) Regular monitoring and reporting tied to system, agency and school improvement planning processes
- e) Ongoing knowledge exchange and practice/policy-driven development

6. Integrating/mainstreaming health & social programs within education systems core mandates, concerns and constraints

- a) Negotiating strategic, reciprocal, explicit and transparent partnerships

- b) Identified and visible benefits to students or school effectiveness
 - c) Commitment from education ministries and local education authorities to designate staff and resources to facilitate school-focused partnerships and initiatives
 - d) Commitments from health, social protection, child protection, municipal, police/law enforcement, security/civil protection, agriculture, environmental and other ministries and agencies to provide staffing and funding for school-based and school-linked programs
 - e) In-depth understanding and support to address educator concerns, work-related constraints, beliefs, norms
7. Using a Systems approach, actions, change/strengthening strategies
- a) Expanding the use of systems science and organizational development tools
 - b) Modifying internal routines and processes in ministries & agencies
 - c) Practice-based, practical consultations with middle and front-line managers in all relevant ministries and agencies
 - d) Initial education and on-going development of educators and other school-assigned professionals within and across sectors within a long-term, multi-year, inter-professional, systems-based workforce development plan

Themes, Criteria and Indicators

The themes, criteria and indicators are presented in detail in this section of this document.

1. Understanding the Context to Focus Resources on Priority Needs, Effective Context-Sensitive Approaches & Programs

Initial and periodic assessments of child/youth needs and inventories of existing programs should be done to ensure that resources are focused on clearly identified priority issues, to select relevant multi-component approaches, or to strengthen critical components/elements of approaches and programs. These assessments should lead to well-designed country strategies as well as ongoing knowledge exchanges with countries with similar needs or capacities.

Sources: [World Bank SABER SH&F Questionnaire Q 1.16, 1.17. 1.19](#); [Compendium of United Nations standards and norms in crime prevention and criminal justice](#) (p 219-221); WHO (2017), [Global Accelerated Action for the Health of Adolescents \(AA-HA!\)](#), [Guidance to Support Country Implementation](#) (p 70); FAO, WFP (2018) [Home-Grown School Feeding Resource Framework](#) (See Annex One-Conducting a Context Analysis; UNESCO, World Bank, UNICEF, Global Partnership for Education (2014) [Education Sector Analysis Guidelines: Volume 1](#), New York, UNICEF; UNESCO, World Bank, UNICEF, Global Partnership for Education (2014) [Education Sector Analysis Guidelines: Volume 2](#), New York, UNICEF

Overarching Indicator

The resources (staffing, funding, structures, internal visibility, external dissemination) to develop and maintain critical policies and programs are based on a strategic and practical assessment of the situation, problem/potential solutions, trends and national context and explicit selection of national priorities.

THEME: Understanding the Context, Focusing Resources			
Indicators	Data Collection Frequency	Data Source/Collection Method	Your assessment of progress on this indicator (4-level rubric)
a) A situation analysis of child/adolescent education, health and development needs as well as the status/capacity of school-related policies and programs should be done to design and develop education equity, health, safety and development multi-component approaches and multi-intervention programs in the country.	Every 3 to 5 years	Copy of the latest situation analysis report.	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
b) A published, evidence-based, experience-tested situation assessment tool should be used to conduct this situation	Every 3 to 5 years	Names of published/peer-reviewed	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting

assessment and translate it into an action plan.		situation assessment tools used.	<input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
c) These situation assessments should use comparative or trend data from regularly administered global or national surveys of overall child/youth health and development such as GSHS, HBSC.	Every 3 to 5 years	Copies and analysis of the country GSHS, HBSC or similar national survey reports.	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
d) These situation assessment tools should use comparative or trend data from global or national self-assessments of the status and capacities of national school-related policies and programs such as the FRESH Core and Topic/Thematic indicators, the World Bank SABER program and others.	Every 3 to 5 years	Copies of latest results of country participation in FRESH, World Bank or other self-assessments.	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
e) The situation analysis should identify a limited number (4-5) of national/state priorities from among documented child/youth needs, the multi-component approaches to be used (healthy schools, safe schools, child-friendly schools etc.) or the core components (FRESH pillars such as education, services, physical or social environment) of these various approaches that should be addressed. States or provinces and local agencies should be able to add to or adapt these national priorities to fit their local situation.	Every year	i) Has your country/state identified a written list of inter-ministry priorities for school-based/linked programs? If so, list and review the current list of priorities identified by an inter-ministry process and agreement. The top five priorities to be addressed jointly by schools and to which all ministries agreed are: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

			<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>
		<p>You may wish to further assess your priority the list by addressing these questions:</p> <p>ii) Which child/adolescent needs have been identified as priorities? List them below and assess the relevancy, reliability and timeliness of the data or consultations supporting those priority needs.</p> <p>a) _____</p> <p>b) _____</p> <p>c) _____</p> <p>d) _____</p> <p>e) _____</p> <p>iii) Which of the core components used of all MCA's (ie FRESH pillars) are being strengthened as a priority List those components and provide documentation supporting those choices.</p> <p>a) Policy/action plan requiring coordinated interventions _____</p> <p>b) Curriculum and/or extended educational activities _____</p> <p>c) Minimum set of health, social & other services _____</p> <p>d) Improved physical environment/resources in schools _____</p> <p>e) improved psycho-social support in schools _____</p> <p>iv) Which sub-populations have been identified as inter-ministry priorities? Provide documentation supporting those choices.</p> <p>a) _____</p> <p>b) _____</p> <p>c) _____</p> <p>d) _____</p> <p>e) _____</p>	

		v) Do the ministry officials working on school-based and school-linked programs have easy access to copies of inter-ministry, and ministry action plans reflecting that national set of priorities?	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
f) Resources should be focused on these priority needs or components as part of a renewable, inter-ministry agreement or action plan. An inter-ministry protocol should guide the process for reviewing, adding to or deleting from these priorities. Funders, donors, global organizations, governments and ministries should ensure that research and demonstration projects are proposed and considered in the light of these country priorities rather than only the concerns or resources of external partners.	Every 3 to 5 years	i) Is there an inter-ministry procedure or agreement for conducting an annual of these inter-ministry priorities? Is this annual process effective? Is it linked to annual budget preparations within or across ministries?	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
		ii) Is there a centralized list or mapping of external or internal research or demonstration projects that can be accessed easily by ministry officials? Assess the connections with the current list of country priorities.	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
g) The country should use the situation assessments to understand how its policies and program compare with similar countries, states and regions . The country then should actively seek to establish on-going exchanges of knowledge and information with these similar countries to identify insights, policies, programs and other materials best suited to its circumstances and capacities. These groupings of similar countries can include low, middle and high resource countries, mega countries, small island developing states as well as those affected by conflict, disasters and epidemics. Further countries can establish knowledge exchange mechanisms with countries with similar	Every 3 to 5 years	Prepare a list of countries or global networks being used by the country for context-focused knowledge exchanges with countries/states similar to yours on school approaches and programs. Assess their effectiveness/ Prepare a list of mechanisms and country activities used	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

sub-populations or regions such as indigenous, rural/isolated, inner-city/slums, or cultural/religious minorities.		to facilitate these context-focused exchanges such as communities of practices, exchanges sponsored or funded by UN agencies such as GPE/WB, specialized networks such as SIDS, UNESCO Chairs, WHO Collaborating Centres etc. Assess their effectiveness.	
--	--	---	--

2. Shared Vision Across the Sectors Working With & Within Schools

A shared vision, values and operating principles are vitally important in loosely coupled systems that have decentralized regions, agencies, semi-autonomous professionals and diverse local communities. Countries need to provide the time for decision-makers, managers, officials, practitioners, parents and students to understand, express their beliefs, alleviate their concerns and consider how the shared vision, values and principles can apply to their real-world practices. In school-based and school-linked programs values such as serving the whole child while addressing specific issues, ensuring disadvantaged and vulnerable youth are supported, promoting gender equity and ethnic/cultural/racial diversity, engaging and empowering young people, informing, involving, educating & supporting parents and Involving and supporting community participation & ownership are vitally important.

Sources: UNODC (2018) [International Standards on Drug Use Prevention. Second Updated Edition](#) Vienna, Author, p. 2, WHO (2017), [Global Accelerated Action for the Health of Adolescents \(AA-HA!\)](#), [Guidance to Support Country Implementation](#) Geneva, Author, p.4, International Centre of Excellence for Community Schools (nd) [International Quality Standards for Community Schools](#), London, Author, UNICEF (2009) [Child Friendly Schools Manual](#) New York, Author, p.9, World Bank (2012) [What Matters Most for School Health and School Feeding: A Framework Paper](#) Washington, p 34; UNODC (2017) [Prevention of drug use and treatment of drug use disorders in rural settings](#). Revised version, Vienna, Author; Save the Children (nd) [The child participation global indicator](#), New York, Author

Overarching Indicator

The school-based and school-linked policies and programs promoting student educational success, health, safety, security and social development are based on a shared vision, values and principles that are understood at all levels across several systems.

THEME: A Shared Vision, Values & Principles Across Systems			
Indicators	Data Collection Frequency	Data Source/Collection Method	Your assessment of progress on this indicator (4-level rubric)
<p>a) Policies and programs focused on specific problems or behaviours should also serve the needs of the whole child by promoting health, safety, civic engagement, supports for learning and a challenging education leading to further education or employment.</p> <p>Promoting a whole child approach to education redefines a successful learner as one that is knowledgeable, emotionally and physically healthy, civically inspired, engaged in the arts, prepared for work and economic self-sufficiency, and ready for the world beyond formal schooling. This means that the core curricula in schools should offer studies in literacy, numeracy, science, technology, social studies, health, home economics, social, emotional, personal and social development, moral/religious education, languages, the arts, physical education, and exploration of careers and vocations as well as develop work habits, ethics/character and learning skills.</p>	Every 3 to 5 years	<p>Periodic, long-term assessments of school-based and school-linked programs can determine if:</p> <ul style="list-style-type: none"> • Appropriate, evidence-based linkages are being made among clusters of related issues • Topic-specific programs are guided by appropriate, evidence-based, experience-tested learning/ 	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<p>For schools, these aspects of child and adolescent development must be addressed by schools while working with other agencies:</p> <ol style="list-style-type: none"> a) ensuring equitable educational access & support to overcome barriers to learning b) providing courses and subjects of study, educational pathways to post-secondary education & training, remedial supports, vocational planning & academic guidance, engagement with future, instilling school/life planning/goals and values supporting balanced work and life c) providing food and other necessities to hungry or abused/neglected students d) ensuring the safety of children from bullying, violence, crime e) preventing accidents and exposure to various hazards and risks f) providing for the security of children and youth from conflict, disasters, earthquakes, exploitation & trafficking g) promoting the physical and mental health of children and youth h) providing clean water, proper sanitation, hygiene i) delivering vaccinations, immunizations and other protections from infectious diseases, /epidemics j) providing/promoting clean air, protection from environmental hazards, environmental citizenship, mitigation of climate change effects (e.g. pollution, sun safety, asthma) k) promoting personal development, social, emotional, honesty/character, moral/spiritual and/or religious development, creativity, critical thinking, decision-making l) promoting social development: responsibility for others, their community, global awareness, human rights, respect for the law, peace, order, good government <p>Promoting a whole child approach in other sectors redefines success a whole child as a successful learner, physically,</p>		<p>behavioural paradigms</p> <ul style="list-style-type: none"> ● Topic-specific multi-intervention programs are grouped under appropriate multi-component approaches ● Non-educational and education ministries have specifically adopted holistic, whole child approaches while addressing their specific issues ● The whole child approaches in other sectors are aligned with and support the whole child approaches to education. Specifically, non-education sector programs can explicitly point to which aspects of whole child development are being explicitly and actively promoted as they prevent their respective issues/topics. 	
---	--	---	--

<p>psychologically and emotionally healthy, socially connected, ethically, socially and environmentally responsible, active in family and civic life, with balanced life/work goals for the future. In other words, helping schools to achieve the multiple aspects of development listed above.</p> <p>In practice, for non-education sectors, this also means that issue-specific programs and sectors such as health, law enforcement, social protection and others must link and orient their actions to clusters of related issues, using learning-behavioural models such as youth assets, health literacy, social & emotional learning and others to guide topic-specific initiatives. As well, non-education ministries, agencies and professionals should ensure that topic-specific programs are not isolated from or competing with other topics and broader approaches/sectors which promote health, safety, security, equity/social protection, social development (HPSD).</p> <p>Further, when promoting a specific intervention such as nutrition education, the health and agriculture ministries and agencies should promote an overall health/life skills curriculum and align their nutrition-specific learning objectives within a broader set of generic student learning objectives for health, personal and social development.</p>		<p>Further, policy, curriculum and education program documents can be analyzed to determine if their topic-specific learning objectives are aligned and support (not compete with the structure, time allocation and generic HPSD learning objectives</p>	
<p>b) Support all children & youth, especially the disadvantaged or vulnerable. Emphasis and priority should be given to disadvantaged or vulnerable children & youth, including those living/learning in challenging contexts.</p>	<p>Every 3 to 5 years</p>	<p>List and assess the effectiveness of policies, programs and initiatives addressing the needs of disadvantaged or vulnerable children & youth,</p>	<p>Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced</p>
<p>c) Gender equity and equality should be promoted explicitly or implicitly in all policies, programs and practices. This should include a focus of girls and young women regarding several issues at all grade levels and on boys and young men, especially regarding violence and substance abuse and at the senior grade levels regarding educational achievement.</p>	<p>Every 3 to 5 years</p>	<p>List and assess the effectiveness of policies, programs and initiatives promoting gender equity & equality.</p>	<p>Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced</p>

<p>d) Ethnic, cultural, racial, and other forms of diversity and inclusion should be promoted explicitly or implicitly in all policies, programs and practices</p>	<p>Every 3 to 5 years</p>	<p>List and assess the effectiveness of policies, programs and initiatives promoting inclusion and diversity as well as those reducing specific forms of discrimination.</p>	<p>Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced</p>
<p>e) Child and youth participation: The right to participate is one of the guiding principles of the Convention of the Rights of the Child. Article 12 of the Convention states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard – within the family, the school or the community. Child participation means that children have opportunities to be engaged in their learning and school/community activities as well as be empowered to express their views, influence decision-making and achieve change. It must be integral to every activity, from planning to implementing to evaluating activities at local school, agency/district and national level and be practiced by all stakeholders (teachers, health care providers, social workers, aid workers, parents and community members and others). Therefore, mechanisms and processes should be established to consult children and youth and actively support youth representatives in adult-led committees and consultations. Further child participation must be addressed in every training and orientation to foster their empowerment and engagement. When children are actively engaged participate in activities, they also acquire the knowledge, and develop the attitudes, values and skills needed to adopt healthy lifestyles and become more active citizens. Inter-active teaching and learning strategies, classroom management techniques, child/youth clubs, youth leadership and peer helper and adult mentoring programs, informal drop-in centres and spaces can engage students. Consultations with student governments, child suggestion boxes or online tools, student/youth surveys, designated youth representation on adult consultation groups</p>	<p>Every 3 to 5 years</p>	<p>Develop and maintain inventories of the policies, programs and initiatives that engage and empower young people.</p> <p>Review the consultations done with students through their official representative committees as well as the results of regular consultations with youth-serving organizations and surveys of young people.</p>	<p>Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced</p>

<p>can empower students to express their views and concerns and ensure that they are considered.</p>			
<p>f) Parent Participation: informing, involving, educating & supporting parents should be an essential part of all school-based and school-linked programs and approaches. Local agencies and schools should be required, encouraged or supported to foster parent participation at the local level through individual reports to parents about their student's behaviours, use of take-home learning activities, newsletters and school meetings, specific activities to engage and support hard-to-reach parents or vulnerable families, consultations with parent representatives, surveys of parents, school-linked parent activities such as cooking clubs and school-linked early identification and referral procedures and support for at-risk families.</p>	<p>Every 3 to 5 years</p>	<p>List and assess the effectiveness of policies, programs and initiatives promoting the participation of parents. This can include documenting the activities that:</p> <ul style="list-style-type: none"> - Inform parents about health and development issues - Involve parents in their child's education and in parent-friendly school activities - Involving parents as school volunteers and mentors to promote health & development - Educating and training parents in skills to prevent and manage health & social problems - Specific adjustments, adaptations and services to engage hard to reach parents and at-risk 	<p>Our stage of progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

		families and communities	
<p>g) Community ownership & involvement is achieved through effective community mobilization strategies and strong partnerships between relevant stakeholders, which engender a sense of collaboration, commitment and communal ownership, build public awareness and strengthen demand for effective programs. The community includes the private sector; women’s, men’s, and youth groups; school management committees; parent-teacher associations; local health care providers; village and religious leaders; and any community group interested in improving the lives and futures of children in the community. These partnerships work together to make schools more accessible, equitable, healthier, safer, and more child-friendly by jointly identifying learning problems, health, safety and social issues relevant to the students and parents of in the school and then designing and managing activities to address them. Effective partnerships between the school system and community have the power to improve the effectiveness, relevance and sustainability of a school health program.</p> <p>Actions to promote community ownership can include:</p> <ul style="list-style-type: none"> ● supporting the participation of a wide variety of community-based, self-help and voluntary organizations concerned in policy and program development, implementation and assessment. ● including representation on advisory committees, ● creating advisory councils of community elders and leaders, ● assigning community leaders and program staff to deliver informal student learning and teacher development activities, ● delegated assignment of program responsibilities and ● inter-organizational consultations. <p>Community involvement activities can include</p>	Every 3 to 5 years	Prepare inventories and assessments of the actions being taken to promote community participation can be done regularly. Assess the effectiveness of these actions.	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

<ul style="list-style-type: none"> ● school participation in community awareness and prevention programs, ● school support in recruiting youth to join community-based programs, <p>providing or negotiating the use of school facilities and other actions</p>			
---	--	--	--

3. Aligning Sectoral Policies and Promoting Intersectoral Coordination

Schools and the education system in general have been recognized as a vehicle to achieve Goal 17 of the UN 2030 Sustainable Development Goals: Intersectoral Coordination. Schools are also recognized as the host and hub of policies and programs being delivered by several ministries and agencies.

Sources: WHO (2017), [Global Accelerated Action for the Health of Adolescents \(AA-HA!\)](#), [Guidance to Support Country Implementation](#) Geneva, WHO, p 85; World Bank (nd) [School Health Questionnaire](#) Washington, Author (Q 1.1-1.4); FAO (2019) [School Food and Nutrition Framework](#) Rome, Author, p 6;

Overarching Indicator:

The shared responsibility for delivering school-based and school-linked policies and programs promoting educational success, health, safety and security is widely accepted at all levels across all systems. This acceptance generates implicit and explicit support for working across sectors and inter-sectoral cooperation or coordination at all levels.

THEME: Aligning Sectoral Policies and Promoting Intersectoral Coordination			
Indicators	Data Collection Frequency	Data Source/Collection Method	Your assessment of progress on this indicator (4-level rubric)
a) Child-youth and school-related policies and programs should be grounded within and aligned across core programs of several ministries.	Every 3 to 5 years	Assess whether child/youth and school-related policies and programs are well-positioned within the core programs of other ministries. These include:	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

		<ul style="list-style-type: none"> ● school health and school psychology as part of a health ministry commitment to settings-based health promotion ● school health services as part of health ministry commitments to primary health care ● school safety as a part of crime prevention and community policing within police/law enforcement ministries ● eco-schools as part of environmental ministry commitments to sustainable development and environmental citizenship ● school-based and school-linked physical activity as part of sports, recreation and municipal affairs ministries 	
<p>b) Policy committing to <u>inter-ministry, inter-agency and inter-professional</u> cooperation</p>	<p>Every 3 to 5 years</p>	<p>List and assess the policies, administrative actions, structures and practices that support the explicit requirements or recommendations that ministries, agencies and schools develop and maintain multiple, coordinated interventions</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

		when promoting broad areas of child/youth development or addressing specific problems, conditions or behaviours.	
c) Structures, organizational practices, multi-level policies committing to <u>intra-ministry coordination</u> at multiple levels should be maintained within education, health, social protection, law enforcement, municipal, agriculture and other systems	Every 3 to 5 years	<p>Is there a structure/ team/coordinator within health, social protection, other ministries (and local agencies) that aligns and coordinates all programs and initiatives that are intended to engage the education system and schools? (This could be within a larger structure/unit focused on children or youth as a population)</p> <p>Is there a structure/ team/coordinator within the education ministry that aligns and coordinates approaches such as healthy schools, inclusive schools, safe schools, community schools and programs such as anti-bullying, dropout prevention, mental health, nutrition etc.?</p> <p>Are front-line and middle managers consulted before approaches are made directly to schools?</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

		<p>Are policies/action plans written so that the roles & responsibilities for each level (ministry, agency, school, managers, front-line professionals etc.) are described and realistic?</p>	
<p>d) Countries and states/provinces should ensure that the core infrastructure (e.g. the pillars of the FRESH Framework) needed to deliver multi-component approaches and multi-intervention programs is adequate and maintained. These include over-arching policies requiring coordination of multiple programs & interventions, a core HPSD curriculum and supporting, purposeful and coordinated set of extended educational opportunities, defined minimum levels of health, social protection and food services, minimum requirements for safe and healthy physical conditions and codes of conduct, standards for a positive school social environment</p>	<p>Every 3 to 5 years</p>	<p>List the actions being taken to strengthen the core components needed for all multi-component approaches and assess progress in strengthening these components:</p> <ul style="list-style-type: none"> ● over-arching and specific policies requiring the delivery of multi-faceted approaches and interventions ● curriculum, classroom instruction and coordinated, extended education opportunities ● access to and delivery of health, social, food and other support services ● a positive, inclusive school social environment and involvement of students, parents, community and staff ● a safe, healthy physical environment in and near schools 	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<p>e) Countries should explicitly adopt/adapt, align and require the use of evidence-based and experience-tested multi-component approaches (MCA) such as Health Promoting Schools, Child-Friendly Schools, Community Schools, Safe Schools, Social & Emotional Learning etc. to guide and frame their policies and programs. It is likely that each country or state will simultaneously be using more than one MCA because their educational systems will be working with more than one sector. These MCA's include those published by UN agencies shown below as well as numerous others promoted by global NGO's, with many variations at the national and local levels.</p> <p>The FRESH Framework (Core Components) is unique because it promotes the core components common to all MCA's and is supported by several UN agencies & organizations). Others multi-component approaches (MCAs) include:</p> <ul style="list-style-type: none"> - School Health & Feeding (World Bank) - Child Friendly Schools (UNICEF) - Health Promoting Schools (WHO) - Essential Package of Interventions (WFP, UNICEF) - Water, Sanitation, Hygiene (WASH in schools) (UNICEF, WHO) - Safe Schools (preventing Violence)(WHO, UNESCO, UNICEF) - INSPIRE: Seven Strategies for Ending Violence Against Children (UNODC, World Bank, UNICEF, WHO and others) - Education for Lawfulness, Peace, Order, Good Government, (UNODC) - Safe Schools (School Construction) (UNISDR, ISDR, World Bank, INEE) - Disaster Risk Reduction (UNISDR) - Eco/Green Schools (UNEP) - Education in Emergencies Standards (INEE) - Open/ Community Schools (UNESCO) 	<p>Every 3 to 5 years</p>	<p>Refer to your answer for question 1e above to identify the MCA's being used in your country or state.</p> <p>List and assess these multi-component approaches selected by the country and the rationale (statistics, incidents, consultations etc.) for using or adapting these selected multi-component approaches for their policies, national action plans and long-term initiatives.</p> <p>These assessments should consider whether the MCA's being used in the country are aligned and coordinated with each other. (Also see question 4c below)</p> <p>The assessment should also consider if the components are truly being coordinated in their planning, delivery and evaluations.</p> <p>This list and checklist of policy/program frameworks (multi-component approaches and multi-intervention programs) can be used to identify which are in use within a jurisdiction and their current implementation and capacities.</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>
--	---------------------------	---	--

<ul style="list-style-type: none"> - Inclusive Schools (Disabilities) (GPE) - Inclusive Schools (All students) (SOROS Foundation) - Faith-based Schools (UNICEF) - UNESCO Associated Schools (Promoting, peace, global citizenship, human rights) - Indigenous School Health (Several Indigenous Nations) <p>There are several MCAs focused on the core components, including</p> <ul style="list-style-type: none"> • Policy requiring common, core components across ministries (e.g. FRESH Framework) • Multi-tiered, integrated, services (e.g. Positive Behavioural Interventions & Supports) • Physical environment Water, Sanitation, Hygiene (WASH) (e.g. UNICEF WASH in Schools) • Psycho-social environment (e.g. UNESCO Safe & non-violent learning environments) • Instruction & extended education (e.g. Health & Life Skills Education) 			
<p>f) Countries should select, develop and align/coordinate and require the use of several multi-intervention programs (MIP) (using the various domains of the FRESH Framework). These include the ones on the list below which shows many of the MIP's in use in many countries:</p> <p><u>Access to /Success in School</u></p> <ul style="list-style-type: none"> _ Food/ Cash Incentives to attend School _ Girls Education _ Dropout Prevention _ Boys Education _ Alternative Schools for High Risk Students _ Positive Behaviour Support for Troubled Students _ Mainstreaming Students with Disabilities 	<p>Every 3 to 5 years</p>	<p>List and assess progress in the multi-intervention programs being developed, implemented or maintained to address these needs.</p> <p>This assessment should consider whether the various interventions within the MIP are being actively aligned and coordinated or if they are simply ad-hoc collections of single interventions.</p>	<p>Our stage of progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

<p>_ indigenous Schooling</p> <p>_ Integration with Early Childhood Programs/ Early Start Programs</p> <p>_ Transitions to secondary School Programs</p> <p>_ Schools in Disadvantaged Communities</p> <p>_ Refugee/Immigrant/ Displaced Students Programs</p> <p>_ Child Soldier Programs</p> <p>_ Effective Schools</p> <p>_ Transition Programs for young adults not in education, employment or training (NEET)</p> <p><u>Genetic/Family Conditions</u></p> <p>_ Child growth & development</p> <p>_ Vision/Hearing</p> <p>_ Individual Ed Programs for students with genetic, chronic health and other conditions</p> <p>_ Stunting</p> <p>_ Child Abuse & Neglect</p> <p>_ Child Sexual Abuse</p> <p>_ Mental Health/ Illness & Disorders</p> <p><u>Community/Society Conditions/Behaviours</u></p> <p>_ Sun Safety</p> <p>_ Infectious Diseases/Immunization</p> <p>_ Child Trafficking/ Exploitation</p> <p>_ Preventing Violence</p> <p>_ Preventing Bullying</p> <p>_ Preventing Violent Extremism</p> <p>_ Anti-Racism Policies/Programs</p> <p>_ Gang prevention</p> <p>_ School Security from Armed Conflicts</p> <p><u>Personal Health, Safety Behaviours</u></p> <p>_ HIV/Sex Education</p> <p>_ Food & Nutrition</p> <p>_ Substance Abuse</p> <p>_ Tobacco Use</p>		<p>Assess the degree to which the planning, operation and delivery of these MIP's are:</p> <ul style="list-style-type: none"> - Positioned within larger scope multi-component approaches - Are coordinated and aligned when they are promoted or delivered to schools and other agencies (Also see Question 4 d below) - OR, if in fact, they are competing with each other for funding and the attention of educators <p>This list and checklist of policy/program frameworks (multi-component approaches and multi-intervention programs) can be used to identify which are in use within a jurisdiction and their current implementation and capacities.</p>	
--	--	---	--

_ Physical Activity _ Accidental Injury Prevention _ Personal Hygiene			
g) Establish formal mechanisms (protocols, committees, assigned staff) to coordinate multi-component approaches and multi-intervention programs	Every 3 to 5 years	List and assess the effectiveness of the formal coordination mechanisms being used.	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
h) Promote and support informal mechanisms (joint professional development, consensus statements, participation in broad coalitions, inter-agency newsletters, etc.) to encourage informal cooperation across ministries, agencies and professions	Every 3 to 5 years	List and assess the effectiveness of the informal mechanisms being used.	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

4. Implementing, Maintaining, Scaling Up and Sustaining Approaches and Programs (IMSS)

The implementation, maintenance, scale up, sustainability (IMSS) of multi-component approaches, multi-intervention programs and individual interventions requires use of traditional, effective, operational planning steps such as involving stakeholders, selecting effective programs and using evidence-based and experience-tested implementation models and frameworks. Planners should also identify local barriers/drivers of change such as inter-organizational relationships, recent events and incidents. Planning should include considerations of scaling up, start-up and ongoing costs, succession of key personnel and sustainability from the start. A thorough understanding of the local situation, magnitude, complexity and the “fit” or congruence a between the planned interventions or approach with the local situation, the use of evidence-based and experience-tested planning tools/frameworks and clarity about the intended outputs from different distribution, dissemination or diffusion (institutionalization) strategies are also required. The use of IMSS frameworks and the focus on these processes is relatively new in school health & development is now often part of UN agency guidance documents. Several centres of excellence, research reviews and summaries of better IMSS practices are emerging. As a key part of the new paradigm of systems-focused action, IMSS planning offers answers to why programs are effective and how they can be sustained.

Sources: UNESCO, WHO, UNODC (2017) [Education sector responses to the use of alcohol, tobacco and drugs](#) Paris, UNESCO, p 60; World Bank (2012) [What Matters Most for School Health and School Feeding: A Framework Paper](#) Washington, World Bank, p. 47; World Bank (nd) [World Bank SABER SH Questionnaire \(Q 1.9-1.15\)](#); FAO (2019) [Strengthening sector policies for better food security and nutrition results: Education](#), Policy Guidance Note 13, Rome, Food & Agriculture Organization of the United Nations, p 25-27; Vince Whitman, C (2005) “Implementing Research-based Health Promotion Programmes in Schools: Strategies for Capacity Building,” Chapter 6 in S. Clift, B.B. Jensen (eds.) [The Health Promoting School: International Advances in Theory, Evaluation and](#)

[Practice](#). Copenhagen: Danish University of Education Press, 2005; Birken SA, Powell BJ, Presseau J, Kirk MA, Lorencatto F, Gould NJ, Shea CM, Weiner BJ, Francis JJ, Yu Y, Haines E, Damschroder LJ.(2017) [Combined use of the Consolidated Framework for Implementation Research \(CFIR\) and the Theoretical Domains Framework \(TDF\): a systematic review](#), *Implement Sci.*2017 Jan 5;12(1):2. doi: 10.1186/s13012-016-0534-z; Milat AJ, Newson R, King L, Rissel C, Wolfenden L, Bauman A, Redman S, Giffin M. (2016) [A guide to scaling up population health interventions](#). *Public Health Res Pract.* 2016 Jan 28;26(1):e2611604. doi: 10.17061/phrp2611604; McCall D, MacDougall C, Carpenter S, Andrew C, Shannon M (2009) [Using Evidence-based Implementation Theory & Models in School Health Promotion](#), *World Encyclopedia on School Health, Safety, Social & Sustainable Development*, Surrey, BC, International School Health Network; Schloemer T, Schröder-Bäck P. (2018) [Criteria for evaluating transferability of health interventions: a systematic review and thematic synthesis](#). *Implement Sci.* 2018 Jun 26;13(1):88. doi: 10.1186/s13012-018-0751-8. Review.

Overarching Indicator:

Funders, donors, governments, policymakers, officials and practitioners understand and act on the premise that experimenting or piloting a demonstration of a policy or program is less useful if it is not accompanied by first considering the acceptance by adopters at all levels, organizational changes, staffing and funding that will likely be required to implement, maintain, scale-up and sustain such policies or programs.

THEME: The processes to implement, maintain, scale up and sustain programs and approaches are coherent and of high quality			
Indicators	Data Collection Frequency	Data Source/Collection Method	Your assessment of progress on this indicator (4-level rubric)
<p>a) Countries should select or adapt evidence-based, experience-tested implementation frameworks or planning tools to guide the implementation, maintenance, scale up and sustainability (IMSS) of the interventions, multi-intervention programs and multi-component approaches selected by the country.</p> <p>Examples of such implementation frameworks or planning tools include the Re-AIM Framework, the Concerns-based Adoption Model, the Consolidated Implementation Indicators Framework, the PRECEDE-PROCEED Model and others.</p>	Every 3 to 5 years	<p>List the implementation frameworks and planning tools that have been selected or adapted.</p> <p>Review the reports and analysis based on the use of the selected implementation framework or tool.</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>
<p>b) Countries should anticipate and plan for adequate time, human and financial resources from the outset. Simply distributing a guidance document is not a process that can lead to sustainable programs. Dissemination strategies that rely on voluntary “champions” will eventually fade away as</p>	Every 3 to 5 years	<p>Review and assess the pre-project estimates of materials/ equipment, training costs, instructional</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<p>project-based funding or enthusiasm declines. Policymakers and planners need to calculate the costs and time required to start-up, scale up and maintain as part of the start-up process, not after a pilot project is completed. Systems change at multiple levels can take several years.</p>		<p>time, specialized personnel etc. which should be as detailed as possible. Work with staff to help them develop such realistic assessments in the future.</p>	
<p>c) The roles, responsibilities and resources required for the ministries, agencies and schools/local professionals related to the MCA's have been described and communicated to all parties. The MCA's that may be in operation in a country/state include:</p> <p><u>Published UN Agency MCA's</u></p> <ul style="list-style-type: none"> _ FRESH Framework (Core Components) (Several UN agencies & organizations support this framework which bdescribe the components that are common and core to most of the other MCA's) _ School Health & Feeding (World Bank) _ Child Friendly Schools (UNICEF) _ Health Promoting Schools (WHO) _ Essential Package of Interventions (WFP, UNICEF) _ Water, Sanitation, Hygiene (WASH in schools) (UNICEF, WHO) _ Safe Schools (preventing Violence)(WHO, UNESCO, UNICEF) _ INSPIRE: Seven Strategies for Ending Violence Against Children (UNODC, World Bank, UNICEF, WHO and others) _ Education for Lawfulness, Peace, Order, Good Government, (UNODC) _ Safe Schools (School Construction) (UNISDR, ISDR, World Bank, INEE) _ Disaster Risk Reduction (UNISDR) _ Eco/Green Schools (UNEP) _ Education in Emergencies Standards (INEE) _ Open/ Community Schools (UNESCO) _ Inclusive Schools (Disabilities) (GPE) _ Inclusive Schools (All students) (SOROS Foundation) _ Faith-based Schools (UNICEF) _ UNESCO Associated Schools 	<p>Every 3 to 5 years</p>	<p>Determine, through analysis of policy, guidance and budgetary documents, if the roles, responsibilities of the following ministries (and their local agencies) regarding the selected multi-component approaches (MCA) have been described:</p> <ul style="list-style-type: none"> _ Education (MOE) _ Health (MOH) _ Social Protection (MSP) _ Children & Families/Youth (MCF) _ Environment (MEV) _ Municipalities (MUN) _ Agriculture (MAG) _ Sports/Recreation (MSR) _ Law/Police (MLP) _ Economic Dev (MED) _ Culture/Arts (MCA) 	<p>Our stage of progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

<p>_ Indigenous School Health _ Other (List) _____</p> <p><u>Global CSO MCA's</u> _ Save the Children School Health & Nutrition _ ICECS Community Schools _ PCD Integrated School Health _ ISHN School Health Promotion 21st Century _ ASCD Whole Schools _ Other _____</p>		<p>_ National Security/Civil Protection (MNS) _ Other Ministry _____</p>	
<p>d) The roles, responsibilities and resources required for the ministries, agencies and schools/local professionals related to the multi-intervention programs being used in the country/state have been described and communicated to all parties. The MIP's that may be in operation in a country/state include:</p> <p>Access to /Success in School _ Food/ Cash Incentives to attend School _ Girls Education _ Dropout Prevention _ Boys Education _ Alternative Schools for High Risk Students _ Positive Behaviour Support for Troubled Students _ Mainstreaming Students with Disabilities _ indigenous Schooling _ Integration with Early Childhood Programs/ Early Start Programs _ Transitions to secondary School Programs _ Schools in Disadvantaged Communities _ Refugee/ Immigrant/ Displaced Students Programs _ Child Soldier Programs _ Effective Schools _ Transition Programs for young adults not in education, employment or training (NEET)</p>	<p>Every 3 to 5 years</p>	<p>Determine, through analysis of policy, guidance and budgetary documents, if the roles, responsibilities of the following ministries (and their local agencies) regarding the selected multi-intervention programs have been described:</p> <p>_ Education (MOE) _ Health (MOH) _ Social Protection (MSP) _ Children & Families/Youth (MCF) _ Environment (MEV) _ Municipalities (MUN) _ Agriculture (MAG) _ Sports/Recreation (MSR) _ Law/Police (MLP)</p>	<p>Our stage of progress: __ Latent/dormant __ Emerging/Restarting __ Established/Maintained __ Advanced</p>

<p>Genetic/Family Conditions</p> <ul style="list-style-type: none"> _ Child growth & development _ Vision/Hearing _ Individual Ed Programs for students with genetic, chronic health and other conditions _ Stunting _ Child Abuse & Neglect _ Child Sexual Abuse _ Mental Health/ Illness & Disorders <p>Community/Society Conditions/Behaviours</p> <ul style="list-style-type: none"> _ Sun Safety _ Infectious Diseases/Immunization _ Child Trafficking/ Exploitation _ Preventing Violence _ Preventing Bullying _ Preventing Violent Extremism _ Anti-Racism Policies/Programs _ Gang prevention _ School Security from Armed Conflicts <p>Personal Health, Safety Behaviours</p> <ul style="list-style-type: none"> _ HIV/Sex Education _ Food & Nutrition _ Substance Abuse _ Tobacco Use _ Physical Activity _ Accidental Injury Prevention _ Personal Hygiene Other _____ 		<ul style="list-style-type: none"> _ Economic Dev (MED) _ Culture/Arts (MCA) _ National Security/Civil Protection (MNS) _ Other Ministry <hr/>	
<p>e) The shared or common use of selected Learning/Behaviour models such as Social & Emotional Learning, Health Literacy, Global Citizenship etc. can lead to enhanced coherence and focus across sectors and within sectors. Such LBM/s include:</p> <p>Literacy in health, security and safety, including:</p>	<p>Every 3 to 5 years</p>	<p>Determine through analysis of the guidance and policy documents of the ministries involved in school-based or school-linked programs, which of these LBM's are actively being used by these ministries and their local agencies:</p> <p>Education (MOE) is using 1 __, 2 __, 3 __ etc.</p>	

<ul style="list-style-type: none"> ● functional knowledge for daily living, ● inter-personal communication skills, ● digital & media literacy ● critical thinking ● the ability to access/use reliable information and support from parents, peers, health and other services, civil protection, police services, trusted adults <p>Life skills, including:</p> <ul style="list-style-type: none"> ● life/social skills, ● 21st century learning skills for employment & commerce, ● coping skills related to resilience, ● conflict resolution & mediation skills, ● social and emotional learning, ● essential family life skills, ● financial/economic/consumer literacy, ● decision-making skills, ● positive youth development/assets, ● self-awareness/knowledge, ● awareness of social influences & determinants, ● youth agency, efficacy, engagement & empowerment in family, school and community life <p>Social inclusion, including:</p> <ul style="list-style-type: none"> ● human rights (including rights, democracy, freedom, social justice) ● global citizenship (including globalization, multiculturalism, inter-culturalism, global citizenship, migration/immigration, global competition, global-local thinking, global inequality) ● peace education (including global peace, non-violence) ● education for sustainable development (including sustainable economic development, ecology, environmental education, climate change, renewable energy sources, waste management, economic sustainability, social sustainability) ● gender equality, ● social responsibility, ● ethics/morals 		<p>Health (MOH) is using 1__,2 __,3 __ etc. Social Protection (MSP) is using 1__,2 etc. Children/ Families/Youth (MCF) is using 1__,2 etc. Environment (MEV) Municipalities (MUN) Agriculture (MAG) Sports/Recreation (MSR) Law/Police (MLP) Economic Dev (MED) Culture/Arts (MCA) National Security/Civil Protection (MNS) Other Ministry _____</p>
---	--	---

<ul style="list-style-type: none"> ● faith/spirituality, ● preventing alienation, isolation, extremism, ● preventing crime, violence, bullying, abuse, exploitation ● multi-culturalism: preventing discrimination, promoting diversity ● inclusion of students with disabilities, ● disaster risk reduction & recovery, ● accepting diverse sexual orientations/genders <p>alleviating disadvantages caused by gross social/economic inequities</p>			
<p>e) Countries should assess the relevance, complexity, suitability/fit, risk and benefits of interventions before committing to their implementation and scale up. Various programs have developed tools and guidelines for developing such cost estimates. There are also such considerations built into some implementation frameworks and planning tools. Consultations with middle and front-line managers who are not already supportive of the program or approach will reveal the concerns that will need to be addressed. There are also various studies and models of concern-based implementation and systems change models that can be used to pin-point specific employee concerns in advance.</p>	<p>Every 3 to 5 years</p>	<p>Determine if suitable cost and human resource requirements estimations were done as part of the feasibility testing process for the various interventions, programs and approaches.</p> <p>Review and assess the effectiveness of consultations done with middle and front-line managers in the ministries and agencies that will need to support the maintenance and scale up of the approach, program or intervention.</p> <p>Determine if planners had identified a list of manager and front-line</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

		staff concerns as well as whether the feed-back mechanisms built into the implementation and scale up processes were adequate.	
<p>f) Countries should use standard and broadly accepted operational planning techniques and elements. These techniques are often described in various guides and manuals. These include:</p> <ul style="list-style-type: none"> ● involving and sharing roles/resources with all relevant stakeholders from the outset, ● selecting evidence-based and experience-tested programs, ● securing the support of administrators, middle and front-line managers, ● building staff competencies and other actions. ● forming partnerships with academic centres of excellence and leading practitioner organizations ● building in formative assessments and feedback mechanisms 	Every 3 to 5 years	List the operational planning techniques being used and assess their effectiveness.	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>
<p>g) Countries should anticipate and address local barriers, opponents/competitors/allies and opportunities. Consideration should be given to the possible interactions between the intended innovation/change, the local context and the processes that will be used to implement, maintain, scale up and sustain the changes.</p> <p>These local barriers and facilitators include such elements and aspects such as</p> <ul style="list-style-type: none"> ● attributes of the local community, ● inter-organizational relationships, ● recent events and incidents, ● cultural factors, ● personal relationships among key individuals, 	Every 3 to 5 years	Review progress reports, administrative data, surveys and consultations with agencies and staff and other activities to determine if the countries, state or local agencies have used the advice noted here to plan, implement and assess progress.	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<ul style="list-style-type: none"> the history and evolution of the problem and related programs in the country and more. <p>The timing of the implementation, maintenance or scale up activities can be also critical.</p> <p>The characteristics of the innovation being scaled, the actors involved, the context, and the scale-up strategy).</p> <p>Questions commonly addressed by Implementation research (concerning acceptability, appropriateness, adoption, feasibility, fidelity to original design, implementation costs, coverage and sustainability) all need to be explored.</p> <p>The process should begin with early adopters and encourage them instead of responding only to resisters. Taking small practical steps with activities that show early results or early enthusiasm/support for the change are also important.</p>			
<p>h) Countries should plan for critical junctures or transition points in the scaling up process. The IMSS process should take 5 to 10 years to be fully operational, so critical stages or milestones in its evolution should be planned and assessed within that time period.</p> <p>There are several critical junctures, events, pathways, tipping points or key transitions that mark progress in growing a comprehensive, multi-sector approach. Often these critical events, junctures or transitions can become bottlenecks, barriers or breaking points that prevent the full development of a coherent and comprehensive approach. One type of transition or critical event occurs in all multi-intervention approaches. The transition occurs when isolated, individual interventions become a more effective, coordinated set of policies and programs that make up a multi-faceted approach. Macro-policies can require ministries, agencies and front-line personnel to coordinate the various interventions. However, it takes time and training for all levels and categories of personnel</p>	<p>Every 3 to 5 years</p>	<p>Review progress reports, administrative data, surveys and consultations with agencies and staff and other activities to determine if critical juncture or transition points in the scale up process were identified in advance. Were appropriate steps taken to address the needs and issues that were anticipated?</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<p>to assimilate this type of thinking and doing into their daily practice. It also takes a system and organization that rewards staff for reaching across to others to establish linkages rather than only focusing on their project, program or task.</p> <p>These likely milestones that need to be reached and the criteria to be used in judging when they are reached should be included in the planning and operational manuals for scaling up interventions, programs or approaches. The milestones or “plateaus” that will require ongoing resources to be maintained should be noted, described and be part of the planning process.</p>			
<p>i) Realistic expectations, strategic planning, practical, timely activities, on-going negotiations and visibility/publicity about program activities are necessary for the sustainability/ institutionalization of approaches and programs. Countries should ensure that these are included in the planning documents and progress reports.</p> <p>Sustainable health promotion, safety or social development interventions, multi-intervention programs or multi-component approaches are those that can maintain their benefits for communities and populations beyond their initial stage of implementation. Sustainable actions are those that can continue to be delivered within the limits of finances, expertise, infrastructure, natural resources and participation by stakeholders who are normally involved in the delivery of school-based or school-linked programs and services. If an intervention or change requires an ongoing infusion of resources or expertise from outside the regular education and agency personnel that normally work with schools, then it is not likely to be sustainable.</p> <p>Diffusion of Innovations theory suggests that the institutionalization/ sustainability stage in promoting change or implementing a program is the most critical. This sustainability stage will be reached (or not) after ongoing support and</p>	<p>Every 3 to 5 years</p>	<p>Interviews or surveys with program leaders and personnel at different levels in different ministries and agencies can help to determine if such expectations, on-going negotiations among partners, strategic short-term and long-term objectives are being met.</p> <p>Review of progress reports, administrative data, surveys and consultations with agencies and staff and other activities to determine if critical juncture or transition points in the scale up process were identified in advance.</p>	<p>Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced</p>

<p>allocation or reallocation of resources occurs over a considerable length of time. A low-cost, low-risk policy change such as regulating food sales in schools will likely take a year to develop with stakeholders and then 2-3 years to implement in a school system, with related changes to school activities such as fund-raising, sponsorship of sports events and classroom practices such as food rewards taking longer. A large cost intervention such as school meals can take 10-15 years to implement in a national system if the maintenance stage is to include local government funding (as opposed to external) funding and the provision of local grown foods. Building a multi-intervention program around an issue like food and nutrition can take 5-10 years before the different elements such as policy on school food environments, classroom and extended nutrition education, school feeding, school gardens and others are in place in most schools. Aligning multi-interventions within a multi-component approach such as Health Promoting Schools or Safe Schools on several selected issues will take even longer, especially if a multi-level approach involving the relevant ministries, local agencies/authorities and schools/ neighbourhood professionals is the goal. It is worthy of note that no research review has even been attempted on multi-component approaches such as Health Promoting Schools because of the complexity, time and costs of tracking the implementation and maintenance of these approaches over several years in several systems at several levels.</p> <p>We need to understand the core mandate and business processes of the organization (ie The practices and results that are rewarded with funding, promotions, additional staffing, professional recognition etc.) as well as the normal. less tangible "stasis" or equilibrium that exists in all systems, no matter how open they may be to external influences.</p> <p>Strategic planning should ensure that the core mandates of partner ministries and agencies are being promoted in the school-based or school-linked programs. Strategic benefits such as budget, ministry/agency profiles, public, agency or</p>			
---	--	--	--

<p>bureaucratic participation and credits are shared as well as leadership roles. Each year, there should be clearly identified activities linked to the annual plans/budgets of each participating ministry or agency. These will need to be negotiated each year or as major events or activities occur.</p> <p>Sustainability must be achieved at multiple levels (professionals, school, school board/health authority/agency and ministries) within several systems to be stable. Routinization or institutionalization of an innovation is critical to sustainability and includes instilling the program or change in the corporate or organizational memory (explicit part of the annual budget, assigned positions in the annual staffing plan, office space and equipment are provided, staff time is allocated for the tasks), the innovation is adapted each year with annual reports and plans, the innovations is valued through written reports, logos, and rituals such as regular meetings and specific terms being added to the organization's language and has defined roles, including a designated supervisor to receive reports, formal descriptions of tasks and jobs and manual of procedures or policies.</p> <p>Factors that promote sustainability include; the perceived advantages (social, economic, political) of the innovation or reform, the involvement of middle managers as champions, linking the long-term health or social goals of the project to short term educational benefits such as fewer class disruptions, formation of peer networks within the organization, making the content of the innovation entertaining to students and educators, achieving a critical mass of support (or, conversely, ensuring a minimum level of ongoing support) by starting with early adopters and listening to the concerns of adopters and resisters. Training of all relevant staff (not just educators) is important but only effective if it is provided to new staff and only if it is updated continuously for existing staff.</p>			
--	--	--	--

Balancing implementation activities between building for the long-term while achieving immediate “wins”, specially through activities that are visible and that involve senior staff or funders.			
--	--	--	--

5. Building system, agency and professional capacities

Health, educational and social outputs from programs are the product of three factors; the size of the effect of the intervention, the reach of the intervention and the sustainability of the intervention. Capacity-building prolongs the effect of the intervention. Consequently, better indicators of such capacities and capacity building are needed. Baseline capacities in the ministries, agencies and front-line entities are required regarding minimum staffing, service levels and wait times, instructional time available in the curriculum and in coordinated extra-curricular/co-curricular activities/school routines as well as ensuring adequate reach and repetitions of professional development programs. Several different types of organizational/ system operational capacities are also required, including coordinated ministry, agency/school board policies & school procedures that are actively supported by senior and middle managers; assigned staffing and infrastructure to support horizontal and vertical inter-ministry, inter-agency and interprofessional coordination and cooperation at all levels; formal and informal mechanisms for inter-ministry, inter-agency and inter-professional coordination; Ongoing and active knowledge development, transfer and exchange; ongoing workforce development of health, social service, police, education and other professionals; regular monitoring, reporting, evaluation, analysis & Improvement; early identification and strategic management of emerging issues, trends and joint priorities and an explicit sustainability plan and succession planning for key personnel.

- Sources: *FAO (2019) Theme 7: Systemic Capacity. White Paper on School Food & Nutrition Education (In Progress), Rome, FAO, p 1; WHO (2003) [Rapid Assessment and Action Planning Process](#), Geneva, WHO; World Bank (nd) [School Health SABER Questionnaire](#), Washington, DC, Author, (Q1.7 and 1.8); WHO (2017), [Global Accelerated Action for the Health of Adolescents \(AA-HA!\), Guidance to Support Country Implementation](#) Geneva, WHO, p.105; World Bank (nd) [World Bank SH SABER Questionnaire](#) (Q 1.20-1.25); CASEL (nd) [The CASEL Guide to Schoolwide Social and Emotional Learning](#) (See [CASEL Resources for continuous Improvement](#)); Vince Whitman, C. (2005). *Implementing research-based health promotion programmes in schools: Strategies for capacity building*. In S. Clift & B.B. Jensen (Eds.) [The health promoting school: International advances in theory, evaluation and practice](#) (107-136). Copenhagen, Denmark: Danish University of Education Press; McCall D (2007) [Operational Capacity & School Health Promotion](#) (Discussion paper prepared for the Health & Learning Knowledge Centre, Canadian Council on Learning, Ottawa, Canada)*

Overarching Indicator

Policymakers and senior managers in all systems and at all levels explicitly recognize the need to build baseline and operational capacities when deciding on policies and programs. Governments and external donors allocate resources not only to implementing programs but also to strengthening the capacities noted below.

THEME: System and organizational capacities are being strengthened and maintained

Indicators	Data Collection Frequency	Data Source/Collection Method	Your assessment of progress on this indicator (4-level rubric)
<p>a) Coordinated Policy and Leadership from Senior Leaders</p> <p>Macro-policies requiring comprehensive approaches and programs as well as specific policies on specific aspects or problems need to be coordinated across ministries. Further, the policies established at the ministry level should include tri-level applications at the ministry, local agency/district level and at the school level.</p> <p>Senior leaders (Ministers, Deputy Ministers, senior managers) at the ministry (and agency level) should actively support the implementation, maintenance, scale up and sustainability of the approaches and programs being used in the jurisdiction. These supports across all ministries can include:</p> <ul style="list-style-type: none"> ● Ministers leading in the adoption and review of macro-policies on the approach or program ● Deputy Ministers signing off on annual or multi-year action plans/strategies ● Deputy Ministers receiving regular reports on the implementation of the action plans ● Deputy Ministers designating a senior official in their respective ministries as the lead person within their ministry ● Ministers or Deputy Ministers participating in any major announcements, conferences or meetings 	<p>Every 3 to 5 years</p>	<p>List and assess the frequency and impact of the involvement of senior ministry or agency leaders on each multi-component approach or multi-intervention program</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>
<p>b) Inter-ministry, inter-agency and school-level coordination committees. A national/state level inter-ministry committee (Education, Health, Police/Law, Child/Social Protection, Agriculture, Municipal Affairs) on school health &</p>	<p>Every 3 to 5 years</p>	<p>List the over-arching SH& Development committee, sub-committees working with different sectors such as</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p>

<p>development should be established to actively guiding, coordinating and assessing progress. Sub-committees or other inter-ministry committees on health, safety, security and other broad aspects of youth development or on specific topics such as violence, nutrition, tobacco, infectious diseases, and other specific problems Having similar inter-sectoral committees is also recommended or required at the local agency level.</p>		<p>health, safety, child/social protection, agriculture as well as those working on specific topics.</p> <p>Analyze the committee mandates, minutes, membership, initiatives, activities and milestones achieved.</p> <p>Assess whether adequate cooperation and coordination is occurring among these various inter-ministry committees</p> <p>Assess whether an adequate number of committees, their status and the level of effectiveness of local agency inter-sectorial committees.</p>	<p>__ Advanced</p>
<p>c) Coalitions to share information/knowledge, create consensus and promote policies, programs and systemic improvements</p> <p>Governments should encourage and participate in broad coalitions of non-governmental, professional and service organizations that are concerned with promoting equity, educational success, health and development. Stable and ongoing coalitions exchange information, share knowledge, organize regular meetings and events, initiate and sometimes manage larger scale initiatives, avoid doing projects or programs that are more suitably led by one of the members, share leadership, profile and external funding, benefit from the contributions of time and expertise from their members</p>	<p>Every 3 to 5 years</p>	<p>Is there a broad coalition or mechanism that brings together the non-governmental, professional and service organizations concerned with promoting equity, educational success, health and social development? How long has it been operating?</p> <p>If there are separate broad coalitions promoting</p>	<p>Our stage of progress:</p> <p>__ Latent/dormant __ Emerging/Restarting __ Established/Maintained __ Advanced</p>

<p>and create policy, practice-based or priority setting consensus through statements and activities. Government agencies and ministries should participate actively but should be careful about signing on to specific statements or positions unless they are explicitly endorsed by government officials. Coalitions should use member logos and profiles only when explicit permissions for their use has been received.</p>		<p>educational equity, safe schools, healthy schools, community schools etc. do these coalitions communicate or compete with each other? How long have they been operating?</p> <p>If there are more specific coalitions on issues and topics such as bullying, or tobacco use, or nutrition etc. do they align their efforts in a broader coalition?</p> <p>Reviews and assessments of minutes and documents, interviews and feedback sessions can be used to determine if the existing coalitions encouraged by national and state/provincial governments. Do they operate, manage risk, share benefits equitably, share information and knowledge, create consensus on strategic and timely issues as noted here?</p>	
<p>d) Designated coordinators at all levels with defined roles & resources. Full-time coordinator (s) should be designated at the national/state level to coordinate efforts across several ministries. Local agencies and authorities are encouraged by their respective ministries to assign inter-agency coordinators at the local level.</p>	<p>Every 3 to 5 years</p>	<p>Determine if the coordinator roles are assigned full or part time. If they are just "focal points" or contacts to gather, receive and disseminate information and guidance documents. If their time assigned to coordination is</p>	<p>Our stage of progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

		<p>minimal, then their ability to coordinate will also be minimal.</p> <p>As well, many SH&D programs rely on recruiting a “champion” at the school or agency level to play this leadership or coordinator role. While this may be satisfactory in the short-term, eventually, these people will burn-out, get promoted to another job or move on to another issue of interest to them.</p> <p>Analyze the staff action plans, job descriptions, performance reports to verify their roles and effectiveness.</p>	
<p>e) Regular monitoring, reporting and evaluation should be tied to system, agency and school improvement planning processes (MREI).</p> <p>Many monitoring and reporting systems are tied only to “accountability” paradigms that are designed to identify problems and errors rather than encourage and reward good and promising practices. Some M&R systems report to external auditing agencies with little connections to decisions about funding and other resources. Many are based on linear logic models that promise long-term outcomes (e.g. adult eating habits and weight) when realistically, schools and health systems can only control the food offered at school, whether a culture of healthy eating has been achieved in the school (not in homes or in the neighbourhood) and whether</p>	<p>Annually, with aggregated reports every 3 to 5 years</p>	<p>First, determine if the education system in the country or state has an established school/ education improvement process. Is that process based on continuous improvement driven by personnel empowered to define their own annual targets within suitable parameters? Also determine if there are continuous improvement/accountability processes or programs in</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<p>students leave their school knowing the basics about food literacy.</p> <p>As well, many M&R systems try to simplify data and reports only on aggregated results to accommodate and report to busy supervisory and key leadership staff rather than provide actionable and specific information to all personnel at all levels so that they can improve their practices, policies and programs. High quality indicators must report on changes not only in short term outputs that are demonstrably linked to long-term outcomes (which may also have other factors influencing their achievement) but also on important changes in the context and inputs, on the critical processes/program capacities, and on realistically defined outputs.</p> <p>Most importantly, monitoring and reporting should be aimed primarily at enabling personnel at all levels, schools and agencies and ministry teams to identify annual and longer-term improvements which they consider to be important to their work and achievable with the resources that they have been assigned. Each ministry and each agency in all partner sectors should have well-defined continuous programs and processes. When working with schools, most of which are within education systems that have well-established improvement planning and reporting procedures and processes, other agencies and ministries should seek to integrate equity, health and development objectives within those education system processes.</p>		<p>other ministries and agencies that can include school-based or school-linked policies, programs or practices.</p> <p>Next, determine if those education and other sector system improvement planning process can be adapted or accommodate objectives aimed at modifying the conditions, factors or student learning that educators, working with other agency personnel, can realistically change and maintain.</p> <p>Third, determine if the data being collected in these monitoring processes is truly adequate to reflect the non-linear processes of large complex organizations? Does it report on changes in context, inputs, processes, outputs as well as long-term outcomes in a way that can begin to attribute correlations and perhaps even some causes explaining the data and results.</p> <p>Finally, determine if there were changes to budgets, staff assignments, levels of staffing, structures and other</p>	
--	--	--	--

		organizational changes to address the needs reflected in the improvement objectives being established by the personnel at all levels across the relevant ministries and agencies.	
<p>f) Ongoing knowledge exchange and practice/policy-driven knowledge development and research should be maintained for all relevant agencies and staff.</p> <p>Ongoing exchange and development of knowledge can be facilitated by several mechanisms. These include regular meetings with agenda time devoted to selected topics, regular reporting of relevant activities, events, reports, guidance documents, policy announcements and selected research studies or reviews. A planned alignment of web sites and professional development activities will enhance their separate and collective impact. Partnerships with selected faculties and research teams as well as maintaining university or NGO-based centres of excellence can be part of a knowledge network. Networks of researchers following defined lines of inquiry or research agendas should also be encouraged. Job assignments of all personnel should include time for continuous professional development. Front-line and middle management staff should be encouraged to identify their needs related to data, knowledge and research. These needs should be communicated to research funding agencies and relevant researchers. Practice-based or action research should be encouraged among front-line staff such as teachers, nurses, counsellors and others. Education faculties and their associations of deans, content experts and unions should be encouraged to play leadership roles in formulating knowledge development and research plans. Health, social service, law enforcement and other university faculties should be encouraged to work with their education counterparts.</p>	Every three to five years	Periodic inventories and needs assessments related to knowledge exchange and development should be done regularly. These inventories and assessments should consider the better practices identified here.	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<p>g) National long-term workforce development plans should identify staffing needs, describe initial education programs for educators and school-related workers in other sectors, and schedule staff development programs over several years.</p> <p>Workforce development plans should include:</p> <ul style="list-style-type: none"> ● Assessments of current and recommended qualifications for teachers, counselors, school nurses, school psychologists, school social workers, food service workers, school resource officers, aid workers, indigenous teacher aides and civil protection/security workers ● Periodic surveys to determine the numbers of years of experience, turn-over and drop-out rates of HPSD teachers and other professionals working with or within schools ● Pathways should be established to enable the preparation and supply of key categories of personnel such as school nurses, school counsellors, food service workers, nutritionists, school resource officers, school psychologists ● The approach should be socio-professional and based on intrinsic rather than extrinsic motivators, working to develop not only knowledge and practice-related skills but also to address professional norms, concerns, beliefs, self-efficacy, over-coming or mitigating restrictions in the workplace, creating communities of practice and teams of practitioners who actually do the same type of job rather than widely dispersed networks that are more suited to information exchange. Adult learning principles and self-determination theory should be used to design or select articulated workforce development models ● Mentoring and induction of new personnel should be widely used for new or transferred personnel 	<p>Every five years</p>	<p>Review the teacher policies and activities of education and other ministries to determine if:</p> <ul style="list-style-type: none"> ● There are estimates of the number of specialist HPSD teachers needed in the next five years ● There is an active professional association of HPSD teachers ● Elementary teachers are qualified or feel prepared to address the identified urgent health and social problems identified as priorities by the country or state? ● Is there an adequate number of initial teacher education institutions offering credentialing or specific courses of study for HPSD teachers? For guidance counselors? For teacher aides for students with severe or chronic health conditions or severe emotional/behaviour disorders? ● Do faculties of health, social work, law enforcement offer or require pre-service training relevant to 	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>
--	-------------------------	--	--

		<p>working with and within schools for potential school nurses, school social workers, development workers, resource officers etc.</p> <ul style="list-style-type: none"> • Are front-line personnel such as teachers, nurses, counsellors offered at least two or three opportunities per year for their self-directed professional development? Or are the activities focused only on implementing selected programs? 	
<p>h) Explicit sustainability plans, including succession planning for key personnel, briefings for new senior and middle managers and other actions should be established at the national and local levels.</p> <p>The sustainability of an individual intervention such as a school nutrition policy or enhanced school nursing services will be different in scope and complexity than that of a multi-intervention program such as a school dropout prevention program or mental health program. Multi-component approaches such as healthy schools or safe schools will have even more critical pieces and also be dependent on maintaining core components such as an HPSD education curriculum, minimum set of services and policies requiring coordination at all levels across several ministries and agencies.</p> <p>Planning for sustainability is the first stage of a process that must engage all relevant stakeholders from the outset, not in</p>	<p>Every five years</p>	<p>A written sustainability plan incorporating the advice presented here should be prepared at the start of each project that may turn into an ongoing intervention, program or approach.</p> <p>Periodically, reports, planning documents, surveys of staff, parents and students, interviews and focus groups can be used to assess whether the written sustainability plan is being achieved and what adjustments need to be made.</p>	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<p>the middle or at the end of a pilot project. Sustainability must be achieved at multiple levels (professionals, school, school board/health authority/agency and ministries) within several systems to be stable. Routinization or institutionalization of an innovation is critical to sustainability and includes instilling the program or change in the corporate or organizational memory (explicit part of the annual budget, assigning positions in the annual staffing plan, providing office space and equipment and allocating staff time and support staff to complete the tasks.</p> <p>Factors that promote sustainability include; the perceived advantages (social, economic, political) of the innovation or reform, the involvement of middle managers and senior as champions, linking the long-term health or social goals of the project to short term educational benefits such as fewer class disruptions, formation of peer networks within the organization, making the content of the innovation entertaining to students and educators, achieving a critical mass of support (and ensuring a minimum level of ongoing support) by starting with early adopters and listening to the concerns of adopters and resisters. Training of all relevant staff (not just educators) is important but only effective if it is provided to new staff and only if it is updated for existing staff. Sustainable change within organizations is also characterized by defined roles, including a designated supervisor or agency/unit to receive reports, formal descriptions of tasks and jobs and manual of procedures or policies.</p> <p>One factor often overlooked is succession planning. This needs to be done not only with the staff leading and coordinating the approach, program or intervention but also with the senior, middle and front-line managers whose ongoing support is critical. When chief operating officers are named or transferred from another assignment, there is often an explicit or implicit expectation that they will bring their own values or expertise into that part of the organization.</p>			
--	--	--	--

<p>The roles of the School Principal and the School Superintendent in introducing a school health & development approach or program have been noted in research and planning guidance. But often overlooked is that most of these senior, middle and front-line managers will be replaced, rotated or retire every few years. Consequently, there needs to be specific steps to inform and motivate the new managers every time there is a change.</p>			
--	--	--	--

6. Integrating health & social programs within education systems core mandates, concerns and constraints

Effective partnerships among the education and several other sectors: The education sector retains responsibility for implementing and funding school-based interventions focused on student instruction and in-school conditions/activities as well as hosting inter-ministry, inter-agency or school-level coordination mechanisms. The other sectors retain the responsibility for providing services, staffing and resources within or linked to schools related to health, safety, security, social protection, nutrition, sports, recreation, of children and children as well as participating fully in coordination mechanisms. All sectors need to identify their school-based and school-linked responsibilities and jointly develop and sustain a comprehensive set of approaches and programs to improve the overall development of all children & youth. The starting point is usually the establishment of cross-sectoral working groups or steering committees at national-, district- and local-level to coordinate actions and decision-making.

Sources: FAO (2019) [Strengthening sector policies for better food security and nutrition results: Education](#), Rome, FAO; ASCD, Education International, International School Health Network (2013) [Consensus Statement on the Integration of Health & Social Programs Within Education Systems](#), Alexandria, VA, ASCD; Marthe Deschesnes, Catherine Martin and Adèle Jomphe Hill (2003) [Comprehensive approaches to school health promotion: how to achieve broader implementation?](#) Health Promotion International (2003) 18 (4): 387-396. doi: 10.1093/heapro/dag410; Nastaran Keshavarz Mohammadi, Louise Rowling, Don Nutbeam, (2010) [Acknowledging educational perspectives on health promoting schools](#), Health Education, Vol. 110 Iss: 4, pp.240 – 25; Ilona Kickbusch & Kevin Buckett (2010) [Implementing Health in All Policies: Adelaide 2010](#), Government of South Australia; Ketan Shankardass, Carles Muntaner, Lauri Kokkinen, Faraz Vahid Shahidi, Alix Freiler, Goldameir Oneka, Ahmed M. Bayoumi, and Patricia O’Campo (2018) [The implementation of Health in All Policies initiatives: a systems framework for government action](#), Health Res Policy Syst. 2018; 16: 26;

Overarching Indicator:

Ministries other than education have explicitly recognized children and adolescents as a key population and the education ministry as a key partner in fulfilling their respective mandates on health, safety, security, social protection, food/agriculture, sports/recreation and civic/municipal life. The education system has explicitly included these aspects of child and adolescent development as fundamental facilitators of or barriers to learning and school effectiveness. Senior leaders and policymakers in all ministries understand and accept the need to have on-going, reciprocal partnerships that are based on this shared responsibility for young people, shared long-term goals and specific, strategic, mutually beneficial objectives that are included in annual ministry action plans.

THEME: Effective partnerships have been established and integrated/mainstreamed within the education system and among other ministries & agencies

Indicators	Data Collection Frequency	Data Source/Collection Method	Your assessment of progress on this indicator (4-level rubric)
<p>a) Negotiating reciprocal, strategic, explicit and transparent partnerships</p> <p>Partnerships among organizations and systems must be reciprocal to be sustainable. All too often, a partnership is created in response to an urgent problem/incident, or to take advantage of some immediately available project funding or similar funding opportunity. However, if the long-term goals of each system or agency are not recognized and addressed as soon as possible in a reciprocal manner, various partners will gradually fade out of the partnership.</p> <p>One of the first reports and advice from South Australia, a jurisdiction that pioneered the Health in All Policies (HiAP) approach summarized this key point of reciprocity. “In reality, government departments often work more like castles and keeps than silos, being actively defended to resist distraction from ‘core business’ and sectoral interests. How do you develop a common goal given the current institutional arrangements where each sector is striving to achieve its own goals and competing for resources? Without shared goals, at some level HiAP will fail.”</p> <p>More research from that same state in Australia has recently noted that annual, strategic objectives, developed to support the annual priorities of participating ministries, also need to be part of the partnership. Other research on HiAP efforts suggest using a systems approach that looks at all levels within one system as well as across the systems involved.</p> <p>Strategic planning and strategic partnerships are essentially different than regular, operational planning. Most of us respond to a problem or issue by asking: What needs to be done? Who will</p>	<p>Every 3 to 5 years</p>	<p>Periodic and planned feedback sessions among the partners can be held to ensure that the partnerships are reciprocal, strategic and transparent. The records of these discussions, as well as minutes, activity reports, event/activity feedback and evaluation surveys and other similar data can be used to conduct post-hoc assessments that lead to modifications to the partnerships and their activities.</p>	<p>Our stage of progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

<p>do it? How can it be done? Who should we work with? These questions guide our operational planning process.</p> <p>Strategic planning, however, is different from regular planning. We need to ask ourselves these questions:</p> <ul style="list-style-type: none"> ● Why am I doing this? (instead of many other things) ● Why am I doing it this way? (instead of several other ways) ● Why am I doing this now? (as opposed to later or in conjunction with something else) ● Who are my allies? Why am I working with or creating partnerships with these organizations (instead of other organizations or people) ● Who are my opponents or competitors? How can I avoid them, persuade them, ignore them or defeat them? <p>If we know the “why” of our actions, then we can make decisions about the “what, who and how” in a manner that is more beneficial to our organization and our cause or basic purposes. This important difference also applies to strategic partnerships.</p> <p>These strategic benefits should be understood to be both idealistic and self-interested. They include:</p> <ul style="list-style-type: none"> ● protecting or promoting the reputation or profile of your organization including the management of political risks, professional or public views of your organization ● knowing exactly why being involved in the selected issue is important or urgent to the core business and interests of your organization ● ensuring that a pilot project or innovative program will not create unrealistic expectations or ongoing demands on your organization. This includes ongoing funding, staffing or taking up the time of the organization staff. ● providing public or professional opportunities so that the leaders or experts in your organization can be recognized as leaders ● bringing in new funding for the organization or reducing your operating costs 			
--	--	--	--

<ul style="list-style-type: none"> ● identifying and working with other professionals and agencies so that you can count on them for other things (making friends and contacts) ● getting front-line participants (parents, teachers, students, community groups, local employers) involved as volunteers ● ensuring that middle managers in your organization can continue to protect the boundaries of work within your organization as well as administer the practical aspects of the issue <p>Using the strategic risks/benefits lens described above, the advocates and planners of comprehensive, multi-partner approaches and programs can draft, negotiate and confirm the roles of the different ministries and local agencies will play. The most important to remember is that the roles and responsibilities need to be negotiated openly, be as explicit as possible and be established jointly, so that all systems/sectors/actors benefit from the partnership.</p>			
<p>b) Identified and visible benefits to students or school effectiveness</p> <p>These benefits should be explicit and known to educators as well as be included in the program goals of other ministries. These include enabling access to schooling for all students through:</p> <ul style="list-style-type: none"> ● school feeding and other financial supports for school attendance, ● reductions and control of infectious diseases ● building and maintaining schools ● providing security for students in attending and traveling to school <p>Providing support for student populations/success such as:</p> <ul style="list-style-type: none"> ● students with intellectual or physical disabilities ● students with chronic disease or conditions 	<p>Every 3 to 5 years</p>	<p>List and periodically assess how school health, safety and social development programs support or improve educational access, equity and success in schooling.</p>	<p>Our stage of progress:</p> <ul style="list-style-type: none"> ___ Latent/dormant ___ Emerging/Restarting ___ Established/Maintained ___ Advanced

<ul style="list-style-type: none"> ● girls' education at all levels, ● boys' participation in secondary & post-secondary education ● students in vocational/technical programs and alternative schools where students are likely to be at higher risk of health & social problems <p>Health, safety social and equity programs can also support:</p> <ul style="list-style-type: none"> ● basic education and literacy for all, ● preventing school dropout, ● reduced of less frequent chronic student absences ● manage chronic & severe health problems in school or health care facilities, ● supporting students suspended from school for behaviour or other problems ● providing psycho-social support to promote successful transitions from family/pre-school to schools, primary to secondary schools, from schools to training/education or employment/work (times when students are at higher risk of health & social problems) . <p>Further, sectors outside of education should know, believe and act on the premise that educational success and participation in schooling is inextricably linked to health and social development. This belief can underlie the parallel argument often used by non-educators that healthier, safer, more equitably served and better supported students can learn more easily and achieve better results at school. ((Which educators already accept as a given in their work.)</p>			
<p>c) Commitment should be given from education ministries and local education authorities to designate staff and resources to facilitate school-focused partnerships and initiatives.</p> <p>Given the roles that the education system plays as the host and hub of most school-based and school-linked programs, this</p>	<p>Every 3 to 5 years</p>	<p>Notes/minutes from meetings, interviews with education staff and support staff assigned to support partnerships, activity reports, activity</p>	<p>Our stage of progress:</p> <ul style="list-style-type: none"> ___ Latent/dormant ___ Emerging/Restarting ___ Established/Maintained ___ Advanced

<p>commitment is essential. These commitments can include assigning staff to chair and facilitate meetings and activities, creating space and time in the school curriculum or school days to provide instruction and informal education, providing access to teachers and other educators for externally funded or provided professional development, aligning student services such as counseling, providing space on school, district or ministry web sites, office space for coordinators, special needs supports and alternative programs with externally funded school health services/nurses, social workers, police resource officers and more.</p> <p>Educators can also provide strategic and technical advice to other sectors about the feasibility of their services and programs coming into school, specially about timing, complexity, physical resources, the time frames necessary for implementation and other factors.</p>		<p>evaluation reports, surveys, interviews and other administrative data can be used to document and then assess the roles played by the education sector as the facilitator of these partnerships.</p> <p>It should be noted that the coordinators assigned to implement the multi-faceted approaches and programs need not be hired by the education system. However, these coordinators should assigned and housed such that they have easy access to all relevant levels and departments within the education system.</p>	
<p>d) Commitments from health, social protection, child protection, municipal, police/law enforcement, agriculture, environmental and other ministries and agencies to provide staffing and funding for school-based and school-linked programs</p> <p>This should include:</p> <ol style="list-style-type: none"> defining explicit goals for working with their respective education systems and them codifying them in joint ministry statements, service agreements and protocols, establishing requirements for their local agencies regarding service delivery in their local partnerships with local education authorities, identifying and then providing the funding for the staffing and training for the front-line workers or local agency staff (e.g. 	<p>Every 3 to 5 years</p>	<p>Documenting and assessing the degree to which the non-education ministries, agencies and front-line professionals have been mandated and supported in meeting these partnership commitments to the education sector can be done periodically. Reports and records can be tracked to see if modifications to the</p>	<p>Our stage of progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

<p>school nurses, social workers, resource officers, youth workers, psychologists and others) that will work with teachers and within schools and</p> <p>d) designating and describing how their respective core ministry sections/mandates will function when working with school systems.</p>		<p>partnerships followed these assessments.</p>	
<p>e) An in-depth understanding and support to address educator concerns, work-related constraints, beliefs, norms should guide the nature of initial education and ongoing development of teachers.</p> <p>Other sectors should understand and anticipate the challenges associated with working within and with the core mandates, values, norms, constraints, concerns, priorities and current trends of educational systems. This includes a thorough understanding of the work lives, social backgrounds, and professional identities of teachers and other educators as well as developing different, more effective, longer-term work force development strategies to teacher education and development.</p> <p>This includes fitting within key education systems processes such as school improvement planning and making use of/addressing school organizational practices such as school-based management, aligning their educational strategies with trends in the education sector such as flipped learning, ensuring that their school-related programs are well-positioned within their core ministry functions (health promotion in health, crime prevention/community policing in justice/law enforcement, anti-poverty strategies in social protection ministries etc.)</p> <p>An insight from a better understanding of teacher work lives can illustrate how external advocates and partners can better promote effective lesson plans to be used by teachers. Teaching is a flat career, with most teachers choosing to remain in the classroom rather than seeking promotion. Good teachers will not use the same lesson plans every year. Consequently, they are</p>	<p>Every 3 to 5 years</p>	<p>Program planners can develop scaffolding or step-wise approaches to the concepts and ideas presented here as part of the planning process. Subsequently, assessments of progress up these scaffolds or steps can be documented as part of program reporting and planning.</p>	<p>Our stage of progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

<p>constantly looking for new lesson ideas and materials. They welcome packages of lesson plans but they will not use that one set of lesson plans for a long time as they will seek new, fresh materials for their different classes every year. Hence the use of updated, on-line collections of lesson ideas and resources is recommended rather than publishing one set of lessons and expecting teachers to follow those lessons every year.</p> <p>As well, more attention in teacher development activities can be paid to teacher beliefs about the issue, professional norms that may hinder their ability to interact with students (orderly classrooms are essential to school functioning, so social control is paramount, especially at the start of the school year), parental and community norms that insist that teachers respect parental privacy and community customs or traditions.</p>			
--	--	--	--

7. Systems approach, change and strengthening

Shifting towards an ecological approach and systems-focused actions that address the structures, processes and practices of complex, open, adaptive and bureaucratic systems can be achieved through the better use of systems science and organizational development tools and strategies. The science explaining systems has been established for many years but is only now being applied to school-based and school-linked programs. Similarly, well-recognized organizational development tools and practices can also be applied. Examples of their use includes addressing the concerns of middle and front-line managers who are expected to maintain organizational boundaries, modifying organizational routines such as inter-ministry competition for a share of the overall budget by requiring joint submissions, creating staff positions with responsibilities share or cross over between ministries or departments, encouraging staff to develop expertise in coordination and cooperation across and within systems rather than rewarding only expertise in specific health or social problems, organizational structures that have populations like school-age children, settings like schools or functions like health promotion rather than diseases and social problems,

Sources: WHO (2017) [Global Accelerated Action for the Health of Adolescents \(AA-HA!\), Guidance to Support Country Implementation](#) Geneva, WHO, p.105; World Bank (2013) [The What, Why and How of the Systems Approach for Better Education Results](#) Washington, Author, p 8; UNESCO, WHO, UNODC (2017) [Education sector responses to the use of alcohol, tobacco and drugs](#) Paris, UNESCO, p 60; FAO (2019) [Strengthening sector policies for better food security and nutrition results: Education](#), Rome, FAO, p 34

Overarching Indicator:

Ministry and agency planners, policymakers and senior decision-makers have explicitly decided to make a paradigm shift from focusing only on issues and programs towards addressing these issues/programs within a systems-focused approach that addresses the structures, characteristics and core concerns of the systems that support school-based and school-linked programs. Explicit choices about the systems change models and the systems science/organizational concepts and tools that they will be using incrementally and in practical ways to improve systems alignment and effectiveness.

THEMES: A systems focused approach and incremental change strategies/actions are being used			
Indicators	Data Collection Frequency	Data Source/Collection Method	Your assessment of progress on this indicator (4-level rubric)
<p>a) Expanding the use of systems science and organizational development tools</p> <p>These concepts and tools include:</p> <ul style="list-style-type: none"> ● Openness: Education systems are open and therefore must address new demands in their environments. Education managers will want to ensure system stability, delineating boundaries, while responding to these demands. ● Adaptiveness: Individual schools are responsive to small-scale demands (innovations), while education systems are resistant to large-scale change (reforms). Related factors include responsiveness of front-line personnel, the size, complexity and risks associated of the proposed change, and different time frames for system change compared to other sectors. ● Loosely coupled systems make decisions based on professional and social consensus rather than hierarchical command and control mechanisms. Consequently, it is important to realistically understand, consider and address adopter concerns, policy levers, senior leader attitudes and priorities, attitudes/experience of middle managers and the readiness of the organization and its culture to accept change. 	Every 5 years	First determine if there has been an explicit decision by senior officials at the ministry level to gradually make the shift to a systems-focused framework and annual action plans that position policy making, organizational structures and funding and program operations. Interim steps towards that paradigm shift could include commissioned research, consultations and orientations with senior, middle and front-line staff to identify implications, concerns and pathways forward. Revision of planning and budgetary guidelines and forms could be another	<p>Our stage of progress:</p> <p><input type="checkbox"/> Latent/dormant</p> <p><input type="checkbox"/> Emerging/Restarting</p> <p><input type="checkbox"/> Established/Maintained</p> <p><input type="checkbox"/> Advanced</p>

<ul style="list-style-type: none"> • Education, agriculture, health, social protection and other government systems are operated by “professional bureaucracies” that have features such as multi-level decision-making and negotiating, structures and job descriptions, organizational routines, informal and formal internal communications, social networks, non-rational decision-making styles, professional norms and ideologies, social backgrounds and daily work constraints of employees, and career patterns of personnel. • Working across multiple systems at multiple levels is even more complex and will vary according to the degree/depth of cooperation being proposed or used. These varying levels of intensity include information sharing, selected joint projects, joint programs and merger of selected functions. 		<p>step. Professional development with senior, middle and front-line managers would be a necessary step as well.</p> <p>Identify the systems science and organizational development concepts and tools that are most relevant to your organization and how changes could be made based on the insights gained from internal discussions and consultation.</p>	
<p>b) Modifying internal routines and processes in ministries & agencies</p>	<p>Every 3 to 5 years</p>	<p>List and assess the modifications made in your organizational routines and processes. These can include:</p> <ul style="list-style-type: none"> • Jointly developed job descriptions for key inter-sector staff positions • Selected personnel selected by and reporting to different ministries • Paired teams of departments across ministries • Joint budget preparation and 	<p>Our stage of progress:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

		submissions across ministries <ul style="list-style-type: none"> • 	
c) Practice-based, practical consultations with middle and front-line managers in all relevant ministries and agencies should be done on a regular basis.	Every 3 to 5 years	These consultations can include focus groups, interviews, surveys, attending and presenting to manager meetings within organizations, walking through the results of pilot projects.	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced
d) Initial education and on-going development of educators and other school-assigned professionals within and across sectors is being improved through a long-term, multi-year, inter-professional, systems-based workforce development plan.	Every 3 to 5 years	While training to implement a specific policy, service or program is important, other longer-term development needs should be considered, including: <ul style="list-style-type: none"> • the development of a cadre and work force of specialist secondary teachers in HPSD education • the development of organizational development, community development and consensus-making skills among school nurses, social workers, resource officers, air workers and others • the development of primary school teacher awareness 	Our stage of progress: <input type="checkbox"/> Latent/dormant <input type="checkbox"/> Emerging/Restarting <input type="checkbox"/> Established/Maintained <input type="checkbox"/> Advanced

		<p>and skills in addressing health, safety, security, social and poverty issues</p> <ul style="list-style-type: none">● the development of guidance counselor awareness and skills to address health, safety, security, poverty and social needs within comprehensive guidance & counselling programs	
--	--	---	--

Appendix One
Multi-Component Approaches, Multi-Intervention Programs and Learning/Behavior Models
Extent that these Aspects are Aligned to Enhance Policy Coherence, Coordination, Effectiveness & Efficiency

Many countries and states have adapted or adopted various well-recognized multi-component approaches (MCA) such as healthy schools, safe schools, inclusive schools and others to work with the sectors that promote health, prevent crime, support inclusion etc. As well countries, states and local agencies have adopted or adapted more specific multi-intervention programs (MIP) to address issues/topics such as food & nutrition, physical activity, HIV/sexuality education, drop-out prevention, refugee or new immigrant education and many others. Further, many countries, states and local agencies have published or endorsed various learning/behavioural models (LBM's) to guide their policies and programs. These include LBM's such as Social & Emotional Learning, Critical thinking, Global Citizenship, Health/Safety/Security Literacy, 21st Century Learning skills for employment & commerce, positive youth development/assets, human rights and many others.

An analysis of the use of these MCA's, MIP's & LBM's in a given jurisdiction can lead to enhanced policy coherence, coordination, effectiveness and efficiency. Such analysis of these approaches, programs and models could help to identify the bridges and connections that would help countries to decrease the duplication and overlap among these various concepts. (This analysis is suggested in questions 4 c, d and e above)

Policies/Multi-Component Approaches	Multi-Intervention Programs	Learning/Behavioural Models
<p>From UN Agencies</p> <ul style="list-style-type: none"> ● FRESH Framework (Core Components) (Several UN agencies & organizations-focus on the core components common to all MCA's) ● School Health & Feeding (World Bank) ● Child Friendly Schools (UNICEF) ● Health Promoting Schools (WHO) ● Essential Package of Interventions (WFP, UNICEF) 	<p><u>MIP's Promoting Access to /Success in School</u></p> <ul style="list-style-type: none"> ● Effective Schools ● School Improvement Plans ● Food/ Cash Incentives to attend School ● Girls Education ● Dropout Prevention ● Boys Education ● Alternative Schools for High Risk Students ● Positive Behaviour Support for Troubled Students ● Mainstreaming Students with Disabilities ● indigenous Schooling 	<p>Literacy in health, security and safety, including:</p> <ul style="list-style-type: none"> ● functional knowledge for daily living, ● inter-personal communication skills, ● digital & media literacy ● critical thinking ● the ability to access/use reliable information and support from parents, peers, health and other services, civil protection, police services, trusted adults <p>Life skills, including:</p> <ul style="list-style-type: none"> ● life/social skills, ● 21st century learning skills for employment & commerce,

<ul style="list-style-type: none"> ● Water, Sanitation, Hygiene (WASH in schools) (UNICEF, WHO) ● Safe Schools (preventing Violence)(WHO, UNESCO, UNICEF) ● INSPIRE: Seven Strategies for Ending Violence Against Children (UNODC, World Bank, UNICEF, WHO and others) ● Education for Lawfulness, Peace, Order, Good Government, (UNODC) ● Safe Schools (School Construction) (UNISDR, ISDR, World Bank, INEE) ● Disaster Risk Reduction (UNISDR) ● Eco/Green Schools (UNEP) ● Education in Emergencies Standards (INEE) ● Open/ Community Schools (UNESCO) ● Inclusive Schools (Disabilities) (GPE) ● Inclusive Schools (All students) (SOROS Foundation) ● Faith-based Schools (UNICEF) ● UNESCO Associated Schools ● Indigenous School Health (Several Indigenous Nations) <p>From Global NGO's/CSO's</p> <ul style="list-style-type: none"> ● Save the Children School Health & Nutrition ● ICECS Community Schools ● PCD Integrated School Health 	<ul style="list-style-type: none"> ● Integration with Early Childhood Programs/ Early Start Programs ● Transitions to secondary School Programs ● Schools in Disadvantaged Communities ● Refugee/Immigrant/ Displaced Students Program ● Child Soldier Programs ● Transition Programs for young adults not in education, employment or training (NEET) <p><u>Genetic/Family Conditions</u></p> <ul style="list-style-type: none"> ● Child growth & development ● Vision/Hearing ● Individual Ed Programs for students with genetic, chronic health and other conditions ● Stunting ● Child Abuse & Neglect ● Child Sexual Abuse ● Mental Health/ Illness & Disorders <p><u>Community/Society Conditions/Behaviours</u></p> <ul style="list-style-type: none"> ● Sun Safety ● Infectious Diseases/Immunization ● Child Trafficking/ Exploitation ● Preventing Violence ● Preventing Bullying/Cyber-Bullying ● Preventing Violent Extremism ● Anti-Racism Policies/Programs ● Gang prevention ● School Security from Armed Conflicts <p><u>Personal Health, Safety Behaviours</u></p> <ul style="list-style-type: none"> ● HIV/Sex Education ● Food & Nutrition 	<ul style="list-style-type: none"> ● coping skills related to resilience, ● conflict resolution & mediation skills, ● social and emotional learning, ● essential family life skills, ● financial/economic/consumer literacy, ● decision-making skills, ● positive youth development/assets, ● self-awareness/knowledge, ● awareness of social influences & determinants, ● youth agency, efficacy, engagement & empowerment in family, school and community life <p>Social inclusion, including:</p> <ul style="list-style-type: none"> ● human rights (including rights, democracy, freedom, social justice) ● global citizenship (including globalization, multiculturalism, inter-culturalism, global citizenship, migration/immigration, global competition, global-local thinking, global inequality) ● peace education (including global peace, non-violence) ● education for sustainable development (including sustainable economic development, ecology, environmental education, climate change, renewable energy sources, waste management, economic sustainability, social sustainability) ● gender equality, ● social responsibility, ● ethics/morals ● faith/spirituality,
---	---	--

<ul style="list-style-type: none"> ● ISHN School Health Promotion 21st Century ● ASCD Whole Schools <p>Plus there are many, many variations published by regional and national, state governments & organizations</p>	<ul style="list-style-type: none"> ● Substance Abuse/Addictions ● Tobacco Use ● Physical Activity ● Accidental Injury Prevention ● Personal Hygiene 	<ul style="list-style-type: none"> ● preventing alienation, isolation, extremism, ● preventing crime, violence, bullying, abuse, exploitation ● multi-culturalism: preventing discrimination, promoting diversity ● inclusion of students with disabilities, ● disaster risk reduction & recovery, ● accepting diverse sexual orientations/genders ● alleviating disadvantages caused by gross social/economic inequities
---	--	--

References