Search Strategy for Policy, Guidance and Curriculum Documents

The content analysis of the extensive collection of policy, guidance and curriculum documents will be done from three perspectives or lines of inquiry. These include:

- the status and nature of health and life skills education curricula and instruction
- the status and nature of policy, guidance and curricula/instruction across several subjects and extended education promoting health, personal and social development education and social inclusion
- the status and nature of policy, guidance and curricula/instruction and extended education promoting adequate and healthy food and nutrition

Please see the general project description and more detailed content analysis plan for more background on this search strategy.

The methodology for the collection and analysis of national and sub-national policy, curriculum and guidance documents is quite like other studies[1,2,3,4,5,6,7,8,9] conducted by IBE-UNESCO, OECD, WHO, the Brookings Institution and other credible organizations. The UNESCO survey used every four years (which has been adapted to track global citizenship and education for sustainable development), asks respondents to describe and provide copies of education "policies, frameworks and strategies" for GCED and ESD. We will ask respondents to the survey to identify a limited number of key documents. However, we will ask correspondents and conduct extensive web searchers and examine many reports to extract

[1] Schulz, Wolfram Ainley, John Fraillon, Julian Losito, Bruno Agrusti, Gabriella Friedman, Tim (2017) Becoming Citizens in a Changing World. EA International Civic and Citizenship Education Study 2016 International Report, Springer , Cham (2017)

[2] IBE. (2016). Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks. Paris: International Bureau of Education - UNESCO.

[3] Esther Care, Kate Anderson, and Helyn Kim (2016) Visualizing the Breadth of Skills Movement Across Education Systems, Brookings Institution

[4] OECD Future of Education 2030 (2019) Making Physical Education Dynamic and Inclusive for 2030: International Curriculum Analysis, Paris, OECD

[5] Global Child Nutrition Foundation (2019) Global Survey of School Meal Programs, Seattle, WA, Author

[6] WHO (2018) Global nutrition policy review 2016-2017. Country progress in creating enabling policy environments for promoting healthy diets and nutrition. Geneva: World Health Organization

[7] UNESCO (2020) Seventh Consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace, and Education relating to Human Rights and Fundamental Freedoms, Paris, Author

[8] WHO (2018) Reproductive, Maternal, Newborn, Child, and Adolescent Health Policy Survey 2018, Geneva, Author (See Questions on Child Health (Early Childhood Qs CH 44-50 and Adolescent Development/Health Promoting Schools Qs AD 11 d & e, 12-17)

[9] Global Education Monitoring Report (2020) Inclusion and education: All Means All, Paris UNESCO

the titles of those kinds of documents as well as country/state context & guidance documents as well as published journal articles and reports. (This is the secondary sources method used in the recent WFP/GCNF survey and report.

A small convenient sample of policy and curriculum documents in 19 jurisdictions was used to test the feasibility and to develop ideas for this assessment. Here is what we found online in one of these 19 jurisdictions. It shows the kinds of documents available with a preliminary web search. Since this content analysis project will be coupled with a fact-finding survey of education ministry officials, we should be able to locate a good sample of documents from many if not most of the estimated 300 countries and states in our intended sample.

Table 1 Documents found in a Preliminary Web Search: Example: Manitoba Canada

Context	Related Nat. Policies	National Curriculum Framework & Guidance	HPSD Curricula/ Programs	Social Studies	Language Arts	Moral & Religious Education	Science	Other Subjects, Support, TED
• History of immigration from Easter Europe • Extreme cold in winter, harsh conditions promote inter-group cooperation • Indigenous nations were displaced, Riel Rebellion with Metis nation, assimilation (residential schools) failed, SES legacy, truth & reconciliation	• ESD Policy recommends every school has an ESD plan • Anti-Racism policy & plan • The Safe & Caring Schools plan • Healthy Schools plan has links to several resources • Web Link to 2009 HBSC results was broken	• Graduation Requirements for Manitoba High School Diplomas Elements, Integrated into Curriculum (nd) (HPSD not included) • Four Foundation Skills (nd) (HPSD not included) • Career Development Education Chart (nd) • Manitoba ESD plan for integration across curriculum (includes poverty alleviation, human rights, health and environmental protection, climate change – into the education	• PE-H Curriculum Overview (PE-H structure (75-25 split, includes time stipulations of 30 min per day (=35-40 min/wk for H in Gr 1-8) 110 hours in gr. 9-10 (= 50 hrs/yrs for H)) • K-12 Physical Education/ Health Education Curriculum (2000) (Includes suggested cross curricular connections for PE/H in other subjects (includes • Human Ecology/Home Ec course offered in Tech-Voc programs: • HE/HEc Middle	Note: New ELA curricula are being phased in up to 2021 Note: Digital and media literacy are not mentioned in summary nor outcomes. But Literacy with ICT is promoted across the subjects in: • Literacy with ICT Across the Curriculum • Interdisciplinary Early Years Multimedia (IEYM) • Interdisciplinary Middle Years Multimedia (IMYM) • Senior Years ICT Curriculum Framework • Manitoba Curriculum Framework of Outcomes and Standards			
				• Grade 12 Global Issues: Citizenship and Sustainability (2017) • Kindergarten to Grade 8 Social Studies Manitoba Curriculum Framework of Outcomes (2003) • Grade 9 Social Studies. Canada in the Contemporary World: A Foundation for Implementation (2007) • Grade 10 Social Studies: Geographic Issues of the 21st Century: Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation (2006) • Grade 11 History of Canada: A		• Grade 12 World of Religions: A Canadian Perspective (2019) Optional humanities course	• Manitoba Foundations for Scientific Literacy (nd) (Includes ESD as one of five themes)	Note: Manitoba offers k-12 education in two official languages in two separate systems (E & F) • Diversity Education Belonging, Learning and Growing: Diversity Education Social Inclusion promoted across in school activities, teaching practices, in the library etc. • English as an Additional Language • Aboriginal Education • International Languages • Indigenous Education (Series of provincial school

under way ● Canadian constitution requires E & F schools ● Indigenous nations control primary education where numbers permit		system. (See Overview 2005-14) ● Grade 12 Psychology (40S): Manitoba Curriculum Framework of Outcomes (2010) Optional course ● Information & Technology learning objectives are cross-curricular	Years Curriculum (2018) ● HE/HEc Senior Years Human Ecology: Manitoba Framework Curriculum of Outcomes 2018	Foundation for Implementation (2014)	(Overview K-9Lang Arts) ● Manitoba Curriculum Framework of Outcomes and Standards Overview: Senior 2 ● Manitoba Curriculum Framework of Outcomes and Standards: Overview Senior 3 Language and Language Learning ● Kindergarten to Grade 8 General and Specific Outcomes and Outcome Maps ● Senior 1 English Language Arts Manitoba Curriculum Framework of Outcomes and Senior 1 Standards ● Senior 2 English Language Arts Manitoba Curriculum Framework of Outcomes ● Senior 3 English Language Arts Manitoba Curriculu			activities and cross curricular support ● **Manitoba Learning Resource Centre** Teacher Education & Development/ Development of Other Professionals ● Aboriginal Education and Employment Action Plan ● Indigenous Inclusion Directorate

					m Framework of Outcomes Senior 4 English Language Arts Manitoba Curriculum Framework of Outcomes and Senior 4 Standards			

Here is a more specific description of the columns in the table above:

- Context/Description of the Countries and States: This column could identify and summarize background information on the country or state and the structure of their respective education systems and schooling
- Policy Documents would include the National Curriculum Frameworks, Graduation Requirements and other similar documents describing the curriculum. As well, this column would include documents such as "multi-component approaches" (MCA) such as healthy schools, safe schools etc.) that stipulate that mandatory or recommended instruction is one of their components. Similarly, this would include statements on any national/state Multi-Intervention Programs (MIP's) that include instruction as a key intervention. The jurisdiction many also have documents published by other ministries that support or require instruction on a broad area of human development.
- Guidance Documents will include any over-arching competency frameworks that cut across all subjects and curricula. This section will also identify any Learning/Behaviour Models (LBM) such as Social & Emotional Learning, Global Citizenship, Life Skills, 21st Century Skills as well as any description of teacher or school responsibilities for the overall development, health or well-being of students. Behaviour theories and learning theories also explicitly noted in publications will also be part of the assessment.
- Health & Life Skills Education is the core subject for instruction about health, including nutrition, as well as life & social skills, critical thinking, coping and decision-making skills. For this project, we have defined HPSD education to include health, safety, security, personal and social development as well as home economics/family life/consumer/financial literacy[10][11],[12].
- Social Studies includes civic education where student learn about community life as well as history & geography in the later grades. As noted in the IBE study, this is often the primary vehicle for learning about global citizenship, human rights, democracy and peace education.
- Language Arts is the subject where students learn to read and write. In the later grades, the literature, poetry, theatre of their country and the world are studied. In the later grades, skills in higher forms of writing (creative, reporting etc. are developed. Media literacy has often been included but more recently

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[10] See Appendix Two for lists of the MCA frameworks, MIP examples, and Learning/Behavioural Models that can be included in columns 2 and 3

[11] Note: We have excluded physical education as a core subject from this analysis because OECD has already undertaken a similar analysis of PE curricula in several countries.

[12] Note: A similar examination of learning opportunities in extended education (extra-curricular, co-curricular, school routines, web-based and community-based learning linked with school curricula etc. could also be undertaken but is not discussed here.

it may be treated as a separate set of over-arching skills, knowledge and values. Information & communication Technology (ICT) strands are often part of Science Education or even separate courses.

- <u>Moral & Religious Education</u> courses are often mandatory in both public and religious schools. At the later grades, the instruction to promote character development may be offered in separate ethics, character or similar courses. In religious schools, the instruction os often linked to pastoral counselling services and various school activities.
- <u>Science & Technology</u> courses include biology and environmental science. In the past, this was the subject that was the base for education for sustainable development. However, ESD is now viewed broadly as including sustainable production and consumption of goods and even the need for equitable resources for all to ensure sustainability.
- <u>Other subjects and supports</u> for HPSD and inclusion include alternative schooling, individual education pans, indigenous schools, language training for immigrant/refugee students, diversity initiatives, as well as the initial education and development of teachers and other professionals.

Our Search Strategy

We will obtain copies and web links to the policy, guidance and curriculum documents in each country or state/province by:

- Asking respondents to the surveys to provide copies of or web links to the documents
- Searching the web sites of these education ministries in each jurisdiction
- Doing more limited searches of the health, social/child protection, justice, agriculture ministry web sites for specific terms (e.g. health promoting schools in health, safe schools in justice, school feeding in agriculture etc.)
- Doing limited Google searches using the name of the jurisdiction and framework terms (MCAs, MIPs) such as Health Promoting Schools or Child Friendly Schools) as well as similar limited searches using the name of the jurisdiction and the list of Learning Behaviour Models such as health literacy, SEL etc.
- Asking correspondents from each jurisdiction to help us locate additional documents.

As well, we will examine secondary sources, as was done in the recent WFP report on school feeding[13]. Secondary sources include recent reports, publications and case studies published by official or credible global and regional institutions and databases as well as reports published by governments; official reports published by international organizations; and peer-reviewed academic papers.

Here is an initial list of these secondary sources and databases to identify the titles and web links to national documents:

Food & Nutrition

- WFP (2020) State of School Feeding Worldwide 2020. Rome, World Food Programme
- Global Child Nutrition Foundation (2019) Global Survey of School Meal Programs, Seattle, WA, Author
- WHO (2018) Global nutrition policy review 2016-2017. Country progress in creating enabling policy environments for promoting healthy diets and nutrition. Geneva: World Health Organization
- FAO (2019) Nutrition guidelines and standards for school meals. A report from 33 low and middle-income countries. Rome: Food and Agriculture Organization of the United Nations
- Drake, L., Woolnough, A., Burbano, C. & Bundy, D.A.P. (2016) Global School Feeding Sourcebook: Lessons from 14 countries. London, UK, Partnership for Child Development, Imperial College
- Sidaner E, Orgera A (2017) Smart school meals. Nutrition-sensitive national programmes in Latin America and the Caribbean: a review of 16 countries, Rome, World Food Programme, Latin American Network for School Meals
- WHO Western Pacific Region (2015) Action Plan to Reduce the Double Burden of Malnutrition in the Western Pacific Region 2015-20, Author
- World Health Organization (nd) Global database on the Implementation of Nutrition Action (GINA), Geneva, Author
- See extensive ISHN Bibliographies/Toolboxes (SFN in LRCs and SFN in all contexts) and for individual country reports and policies
- UNESCO & UNICEF (2012) Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries, New York, NY, UNICEF

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[13] WFP (2020) State of School Feeding Worldwide 2020. Rome, World Food Programme

- Rebekah Paci-Green, Adriana Varchetta, Kate McFarlane, Padmini Iyer Marcel Goyeneche (2020) [Comprehensive school safety policy: A global baseline survey](#), International Journal of Disaster Risk Reduction, Volume 44, April 2020, doi.org/10.1016/j.ijdrr.2019.101399 supplementary data at https://www.sciencedirect.com/science/article/pii/S2212420919305400?via%3Dihub

Health & Life Skills

- UNESCO [Health and Education Resource Centre](#)
- WHO IRIS Document Database
- Global Student Health Survey
- WHO. Health Promoting schools: Experiences from the Western Pacific Region Western Pacific Region, Philippines; 2017.
- UNICEF reports on Child Friendly Schools (several)
- PBIS Database
- CDC SHPPS reports and NASBE databases
- SHE Reports
- Maternal, newborn, child and adolescent health and ageing Data portal (Qs in HPS and HPS implementation) asked for documents in 2018-2019
- [Global Health Observatory](#)
- Find 4.7.2 data by country in UIS database http://data.uis.unesco.org/index.aspx?queryid=3622

Inclusion/HPSD

- UNESCO web site, [Profiles Enhancing Education Reviews (PEER)](#)
- IBE. (2016). [Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks](#). Paris: International Bureau of Education – UNESCO
- OECD Future of Education 2030 (2019) [Making Physical Education Dynamic and Inclusive for 2030: International Curriculum Analysis](#), Paris, OECD
- UNESCO [Education for safety, resilience and social cohesion](#)
- [Alliance for Social & Emotional Learning](#) (Karanaga)
- OECD Study on Social and Emotional Skills
- UNESCO Doc Centre ([Regional Reports on Inclusion](#)) ([initial teacher education](#))
- [World Inequality Database on Education](#)

Education

- UNESCO EMIS Database
- IBE [knowledge base on curricula and education systems](#) [Curricula](#) and [National Reports](#)
- UNESCO [Portal of Education Plans and Policies](#)
- EU Commission (Education) reports
- SEAMO Reports
- [Consultants report for the production of ISCED-T coding for Teacher Training Programmes](#) (2020)
- Consultants report to [Draft International Standard Classification of Teacher Training Programmes](#) (ISCED-T) (Feb 2021)
- UIS Data Sources http://data.uis.unesco.org/

Collection/Storing Documents

The documents will be identified, downloaded and listed by country, state/province. We will use the drive of a separate Google account to collect the documents. The UNESCO Health & Education Resource Centre will be given the password to this Google account so that they can be copied into the Clearinghouse. Each document will have the title, publisher and date of publication.

Here is an illustration of how the documents could be listed under different categories for each country and state/province. See Appendix One for an example of how a portrait for each country, state or province can be developed from such collections of documents. (This example is taken from a web site developed by ISHN for other purposes.)

Respondent Information

List of Key Web sites and Stakeholders

Title/Date of Document	

Context
    ● Structure of Education System
    ● Excerpts or Links to descriptions of country or state economic, geographical, environmental, ethno-cultural and educational resources/status
    ● Excerpts, copies of surveys, research articles and reports on status and behaviours such as GSHS, HBSC, GYTS, ICCS etc.
    ● Designation as a LRC, MRC, HRC or CDAC for the purposes of this project	

Related National Policies and Frameworks (MCAs and MIPs)
    ● Inter-Ministry or Whole of Government Declarations on Human Rights, Child Rights, Health, Environment, Health, Safety, Security, Inclusion, Diversity/Anti-Racism, Access for People with Disabilities etc.
    ● Published Declarations, Multi-Component Approaches (MCAs) or Multi-Intervention Programs (MIPs), National/State Action Plans on Healthy Schools, Safe Schools,	

Child Friendly Schools, Students with Disabilities etc. ● Copies of Inter-Ministry Protocols and Joint Action plans	
Related Education Policies ● Declarations, MCAs, MIPs, Action Plans on Equity in education, Whole child approach, breadth of learning opportunities, Cross-Curricular Competencies ● Guidance Documents on Learning-Behaviour Models (LBMs) such as SEL, Life Skills, Health Literacy, Food-Nutrition Literacy, Global Citizenship, Education for Sustainable Development, Restorative Justice, Media literacy etc. ● National/State Curriculum Framework documents such as required or mandatory core subjects, subjects required for graduation, alternative pathways to graduation from secondary school ● National/State Declarations, Policies, Action Plans on Pedagogy, Student Assessment such as project-based/constructivist learning, high stakes testing of academics, etc ● National/State Declarations, Policies and Action Plans on teacher education and development ● National/State Declarations, Policies and Action Plans on education and development of school principals, other specialised educators and education support staff ● National/State Declarations, Policies, Action plans on Student, Youth Involvement ● National/State Declarations, Policies, Action plans on Parent Participation ● National/State Declarations, Policies, Action plans on Community Involvement	

- National/State Declarations, Policies, Action plans on Student Services (School Meals, Psychologists, Nurses, Social Workers, Security etc. (May require searching of other ministry web sites – see below) - National/State Declarations, Policies, Action plans on Physical Environment (Sanitation, Construction, Bus Safety, Routes to School, Road Safety, Water etc. (May require searching of other ministry web sites – see below)	
Related Policies from Other Ministries - Published Declarations, Multi-Component Approaches (MCAs) or Multi-Intervention Programs (MIPs), National/State Action Plans on Healthy Schools, Safe Schools, Child Friendly Schools etc. - Guidance documents on addressing the needs of the whole child over the life course. - Guidance Documents on Learning-Behaviour Models (LBMs) such as SEL, Life Skills, Health Literacy, Food-Nutrition Literacy, Global Citizenship, Education for Sustainable Development, Restorative Justice etc. - National/State Declarations, Policies and Action Plans on role, support services required of their ministry and local agencies in working with education systems and schools. - National/State Declarations, Policies and Action Plans on initial education and development of their respective categories of staff that work with schools (e.g. nurses, social workers, aid workers, police officers, security/civil protection.	
Curricula Documents and Education Resource Lists, Collections - Health & Life Skills Education - Home Economics Education	

- Physical Education - Social Studies - Language Arts (Majority Language) - Moral & Religious education - Science - Technology (ICT) - Minority & Indigenous Languages and Schooling - Alternative Schools & Individual Education Programs	
Education and Other Ministry Declarations, Policies, Action plans on Extended Education Strategies, Programs and Activities - Pre-school, Day care, Early Education Programs - Lunch Hour Programs - After School Programs - Co-curricular Programs - Remedial/Tutoring/Support - Youth Drop-In Centres - Community-based Youth Development linked with Schools - On-line Learning Linked with Schools	
Policies, practices, procedures, guidance to build capacity - minimum staffing & funding - operational capacities Coordinated policy & leadership Coordination mechanisms Ongoing knowledge development & exchange Strategic, joint issue management U& priorities Written plan for sustaining approach or programs	
Monitoring, Reporting, Evaluation, Improvement Excerpts, copies of surveys, research articles and reports on health, social, economic status of children & youth and	

behaviours such as GSHS, HBSC, GYTS, Early Middle Child Development etc.	
Policies, practices, procedures, guidance on Implementing, Maintaining, Scaling Up and Sustaining approaches and programs	
Policies, practices, procedures guidance on integrating health, safety, equity and social programs within the core mandates, concerns and constraints of school systems	
Policies, practices, procedures, guidance on making a paradigm shift to systems-focused actions and change (addressing ecology of the context)	
Assorted Reports, Analyses on the country from secondary sources ● Locating country data from various survey web sites and databases, including GSHS, HBSC, GYTS, PEER etc. ● Limited searches using name of the jurisdiction and MCA, MIP and LBM terms * Each profile will include a list of search terms used for the jurisdiction (e.g. Jurisdiction and MCA e.g. school health or jurisdiction and learning behaviour model	

Appendix One

Sample National/State Profile Web Page

The International School Health Network (ISHN) is building a network of researcher, practitioner and officials contacts in each country/state/ province who will review and update web pages reporting on the status of their respective school health, safety, equity, social and sustainable development programs and approaches undertaken through schools. The content of these pages is provided through regular monitoring of over 400 journals, over 150 media outlets and over 100 social media sources as well as periodic searches of the Internet. The web pages are published as part of the School Health Insider, a members-only web site published by ISHN.

ISHN also publishes a Twitter-based news/research/reports feed that posts the individual items as they are located. It can be found at: www.twitter.com/shinsider_nr

Each web page provides recent reports and articles, the results of recent surveys of student health & well-being and programs, key web sites, recent presentations and more. Each web page is linked to a Wikipedia page providing background and contextual information on the population, geography, governance structures and history of that jurisdiction. This example is from a province in Canada.

Ontario

*This page includes brief summaries and links to reports, surveys, presentations and other web-based resources that report on the health/social development of school-age children and youth, the status/capacity of school, agency and government programs and policies and the health literacy/health education of students. To access general descriptions of the social, economic, historical and other contextual information about the countries and states/provinces listed and described in this section of our web site, go to the web page that has the full **List of National/State/Provincial jurisdictions** and click on the link on the far left hand column on that page for a link to the relevant Wikipedia descriptions.*

This page has been updated by ISHN: on this date: June 19, 2014 (*Please revise to add most recent date*)

Recent Policy, Planning, Assessment or Educational Resources
(Please add the title and a link to recent policy, planning, better practice, assessment and educational resource documents published by your country/state/province or national organizations)

- In April 2014, the ministry released **Achieving Excellence: A Renewed Vision for Education in Ontario** in which student well-being and the role of schools in supporting it emerged as a core priority. The renewed educational vision will help to inform the direction of future healthy schools initiatives. The 2013 **Ontario School Effectiveness Framework** published by the education ministry explicitly refers (p. 20-21) to "A whole school approach... that will build and sustain a safe and accepting learning environment, safe and accepting schools teams develop and update strategies to maintain and improve the school climate e.g., bullying prevention and intervention plans, healthy schools policies and programs are implemented (e.g., healthy eating, increased physical activity, injury prevention), the tenets of equity and diversity are embedded in the school culture, ongoing opportunities for input from staff, students and parents including a process to survey students, staff and parents regarding school climate at least once every two years. all staff have a duty to report incidents of discrimination, harassment and bullying, including incidents involving the use of social media, alll staff are aware of their role in responding to emergencies, including those under local police/school board protocols, school-wide approaches promote positive relationship-building between and among

students and educators, using tools such as peer mediation, conflict resolution and other evidence-informed practices and processes are in place to support new students as they become part of the school community (e.g. student ambassadors welcome new students to the classroom/school).

- The **welcome page** to the Ontario Healthy School program notes that "Good food, daily physical activity and a healthy environment that supports learning and growth are vital to helping students reach their full potential". The program has published a **foundations policy document**, prepared an **online planning guide for schools**, and published brief explanatory documents for **educators**, **students** and **parents**. This includes a **Healthy Schools Planning Template**. A Healthy Schools Recognition Program ran from 2006-12. To learn more about past recipients of the Healthy Schools Recognition Program, visit the **database** of participating schools and read the **success stories**. The Ontario HS program addresses a number of health issues, including **daily physical activity**, **school nutrition**, **anaphylaxis**, and **community use of schools**.

- The **Daily Physical Activity program** in the province sees twenty minutes of daily physical activity are critical to student fitness and health and has required schools to meet this standard in this **DPA policy**.The existing **Health and Physical Education Curriculum, Grades1-8**has been updated to reflect the policy change. The **Kindergarten** program was revised in fall2006 and includes information on daily physical activity for JK and K students. The government has worked in partnership with the Ontario Physical and Health Education Association to develop a variety of resources for teachers. These include an **online training module for teachers** and teacher resources at the **Grades 1-3**, **Grades 4-6** and **Grades 7-8** levels. Planning guides on physical activity have also been published for **school boards** and **school principals**. The province has also provided policy guidance and resources on **concussions** from school sports activities.

- The provincial activities to **promote healthy eating and nutrition** through schools include the**Healthy Food for Healthy Schools Act, 2008**, a **School Food and Beverage Policy**, which includes **elementary school vending machines** and **Trans Fat Regulations**. An **online training module** has been prepared for school district staff, school principals and school food services staff.

- The Ontario education ministry has been phasing in a **full time kindergarten program** as part of an integrated **early childhood education and daycare strategy**.

- The **Ontario Equity and Inclusive Education Strategy** was launched in April2009.The strategy documents,**Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy** and **Quick Facts** outline how the Ministry of Education, school boards and schools are supporting stronger equity and inclusive education. The **Policy/Program Memorandum (PPM) No. 119**, "Developing Equity and Inclusive Policies in Ontario schools," provides direction to school boards on their reviews. The **Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2009** help boards develop, implement and monitor equity and inclusive education policies. As part of the safe school strategy, the ministry provides additional funding to over 30 **urban and priority high schools** each year.

- The education ministry has adopted an **aboriginal education strategy** that includes a **policy framework**, an **implementation/evaluation plan for the policy** and a **better practices guide for school districts**. Provincial conferences on the strategy were held in 2007, 2009 and 2011. Progress reports on the strategy were published in the **summer of 2013** and the **fall of 2009.**Ontario's Native Studies and Native Languages curriculum offers Aboriginal students the opportunity to study their own languages and culture, and enables all students to broaden their awareness and knowledge of Aboriginal peoples. The **secondary Native studies program** provides students in Ontario schools with a broad range of knowledge related to Aboriginal peoples to help them better understand Aboriginal issues. The Ontario **elementary** and **secondary curriculum** offers studies in seven Native Languages, which includes their respective cultures, history and spiritual beliefs. .

- The education ministry operates a **safe and accepting school program**. On June 5, 2012, the **Accepting Schools Act** passed third and final reading. The Act requires all school boards to take preventative measures against bullying. The legislation is part of a comprehensive action plan which includes: the new school mental health (ASSIST) program and funded workers in school boards, Direction to **Ontario's Curriculum Council** to report on strengthening equity and inclusive education principles, and bullying prevention strategies across the curriculum, a public awareness campaign and an **Accepting Schools Expert Panel** to provide advice on evidence-informed resources and practices. Several resources have been published, including a **fact sheet for parents** about the law, a pulling together of several laws, regulations and ministry directives into a **safe school strategy**,

- The safe school strategy includes a **new approach to school discipline**, a **code of conduct** for students, staff and parents, **legislation to suspend students** for bullying, a **policy directive to school boards**, a **registry of resources** for schools and educators, a **character education/development** initiative and an **annual bullying awareness week**. The ministry has also defined the term **positive school climate** and provided resources for schools and educators, including an **introduction**, planning **guide/resource** and **planning/self-assessment worksheet**. The Safe Schools program was **reviewed in 2006** by parents and educators. The ministry has defined its direction for **student suspensions/ expulsions** and **progressive discipline**. Provincial and school board **statistics on student suspensions** are published each year. As part of the safe school strategy, the ministry provides additional funding to over 30 **urban and priority high schools** each year. the premier also recognizes highly successful accepting schools in a a **school recognition/awards** program. The education ministry and Ontario Human Rights cpommission published a school resource guide on **Supporting Bias-Free and Progressive Discipline in Schools**.

- On June 22nd, 2011, with the support of the Ministry of Health and Long-Term Care, the Ministry of Children and Youth Services and the Ministry of Education, the government released Ontario's Comprehensive Mental Health and Addictions Strategy. The strategy, **Open Minds, Healthy Minds** offers a comprehensive approach to transforming the mental health and addiction systems. the first three years will start with children and youth. The focus will be on early identification and support, fast access to high-quality services and helping vulnerable kids with unique needs. The Ontario Centre for Addictions and Mental Health offers a number of youth and family programs that relate to this strategy, including provides a **Substance Abuse Program for African Canadian and Caribbean Youth**, a support and counselling to Black youth and their families, the **Dinosaur Social Skills Program** for children aged 6 to 8 years, the **Incredible Years Parenting Program** is a 15-week psycho-education program for parents of children ages 6 – 12 and a series of **fact sheets and educational resources for youth and parents**. , The Centre for Addiction and Mental Health (CAMH) and the Toronto District School Board offer a **day treatment / Section 23 program** for eight children ages 6 to 8 years (Grades 1to 3) with clinically significant emotional, behavioural and learning complexities. CAMH has also published teaching and educational resources for **early childhood programs**, **Grades 1-8**, **Grades 9-12** and **post-secondary education** programs. CAMH has also published a **storybook for parents and young children** on second-hand smoke.

- Ontario Education also promotes **environmental education** or education for sustainable development. This program is based on a long-term policy document, **Acting Today, Shaping Tomorrow**. This includes **curriculum standards for environmental education**, scope and sequence curriculum documents for elementary and **secondary** schools, **tips, techniques & resources for environmental educators** and a **environmental career education course** for students in senior high school. The **Green Schools Resource Guide: A Practical Resource for Planning and Building Green Schools in Ontario** was released in January 2010. It is a one-stop reference manual to help boards plan, design and build an energy efficient green school.

- The education ministry sponsors and supports a number of activities to encourage **student participation and a voice** in educational decision-making. These include a Student Advisory Council to the Education Minister, regional student forums and funding for student projects (with various supporting materials).

- The **Ontario Ministry of Health & Long-Term Care** enables Ontarians to lead healthy, active lives and make the province a healthy, prosperous place to live, work, play, learn and visit. Its priorities include promoting a **smoke-free Ontario** (including an interactive web site for youth, www.stupid.ca), **Healthy Communities** (including a child dental care program), **Healthy Eating** (including an integrated eating/activity action plan and school fruit & vegetable plan for northern Ontario), **Active Living** and **Disease & Injury Prevention** initiatives that includes strategies on diabetes, injuries and stroke as well as support for the federal/provincial joint declarations on health promotion/prevention and childhood obesity.

Key Web Sites
(Please add links to the web sites/pages of government ministries, university centres or non-governmental organizations that report on or track progress being made in school health promotion and social development in this state/province/country)

- The **provincial Healthy Schools program** is found on this web page.

- The **Ontario Physical and Health Education Association of Ontario** represents physical and education teachers and has published a number of **educational resources** and planning documents. OPHEA also encourages a comprehensive, multi-intervention approach to school health promotion through publishing and disseminating several resources and guides.

- The **Ontario Healthy Schools Coalition** is an Ontario-wide, broad-based coalition, with members from public health units, school boards, hospitals, mental health agencies, universities, health-related organizations, education-related organizations, and parent and student organizations, working to promote healthy schools so students can achieve academic success.

- The **Canadian Safe School Network** (CSSN) is a national, not-for-profit, registered charitable organization with a mandate to reduce youth violence and make our schools and communities safer. CSSN was born out of the Government of Ontario's Safe School Task Force.

- The **Ontario School Counsellors Association** (OSCA/ACOSO) believes that Guidance and Career Education programs and services should be comprehensive in scope, preventative in design, developmental in nature. The Association offers a number of resources for its members on topics such as LGBT students, mental health, cyber-bullying, inclusive education and other topics as well as encouraging universities to offer additional qualifications courses.

- Ontario's Health Promotion Resource System(OHPRS) was funded from 2000-2009 to support health promotion in Ontario by building the capacity of individuals and organizations to plan and deliver health promotion programs. The System was comprised of health promotion resource programs / organizations that provided a range of service.In May 2009, the Ministry of Health Promotion (MHP) launched its new Healthy Communities Ontario approach. As a part of this new design, the MHP brought together a consortium of several health promotion resource centres to provide support to those working within the new Healthy Communities Ontario approach. The Healthy Communities Consortium consists of four organizations;Health Nexus,Ontario Public Health Association,Ontario Healthy Communities Coalition and the Parent Action on Drugs

- The **Ontario Nutrition Resource Centre** (NRC) has operated under the Ontario Public Health Association (OPHA) with funding from the Ministry of Health and Long Term Care (MOHLTC), Health Promotion

Division since 1999. The NRC provides information and support in the area of healthy eating and nutrition to the community and public health sectors. It has published and worked with a number of projects relating to school nutrition.

- The **Ontario Injury Prevention Resource Centre** (OIPRC) is operated by Parachute, with support from Public Health Ontario and the Ministry of Health and Long-Term Care. The Centre organizes on-line and face to face professional development services and a wide variety of consulting support.

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Results from Recent On-Going Surveys and Major Reports
(Please provide a brief summary and a link if possible)

- Healthy Kids Panel (2013) No Time to Wait: The Healthy Kids Strategy, Toronto, ON, Government of Ontario

- John Freeman, Matthew King, Rashed Al-Haque and Will Pickett (2012) **Health and Health-Related Behaviours among Young People: ONTARIO**, HBSC survey, Toronto, ON, Ministry of Education

- Provincial and school board **statistics on student suspensions** are published each year.

- Government of Ontario (2013) **Ontario's Poverty Reduction Strategy 2013 Annual Report**, Toronto, ON, Author

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- **Drug Use Among Ontario Students, 1977-2013**: Detailed findings from the most recent Ontario Student Drug Use and Health Survey

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- Safe Schools Action Team (2006) **Safe Schools Policy and Practice Review: An Agenda for Action**, Toronto, ON, Ministry of Education

Recent Analysis, Reports and Published Articles:
(Please provide an excerpt and a link if possible. If the report is not yet available on the web but you have permission to publish it on the web, you can either send it to dmccall@internationalschoolhealth.org for posting or post it on your website/social media service and then add the title, link and brief description here)

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Copies and links of Recent Presentations
(Please provide a one-line summary and a link to the slides or YouTube presentation).

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