

## Key Principles & Processes for Rebuilding, Renewing & Transforming School and Other Systems A Position Paper from Global Organizations Representing Practising Educators

*Many countries<sup>1</sup> and several UN and global organizations<sup>2</sup> are engaged in fundamental discussions about improving or transforming school systems as they recover from the disruption in schooling caused by the Covid 19 pandemic. This consensus statement describes several principles, processes, and other considerations to inform these discussions. Our essential message is that countries and global organizations/UN agencies should take the time necessary to consider the needs of the whole child, to find a better balance among the purposes of schooling and to engage stakeholders and practicing educators in dialogues based on continuous improvement and incremental systems change strategies.*

The global organizations<sup>3</sup> representing practicing educators, including teachers, support workers, school principals, school district administrators, senior school leaders, guidance counselors, school psychologists and deans of education have joined together to offer this advice on rebuilding, renewing, and transforming school and other systems promoting educational success for all.

The disruption of schooling around the world caused by the Covid pandemic has coincided with increasing concern about several significant environmental, social, economic, technological challenges and opportunities. The potential changes to school systems to respond to these future possibilities, the immediate steps needed to recover from the Covid pandemic and the renewal of plans such as the commitments to the UN 2030 Sustainable Development Goals range in scale from transformational ideas about learning and education to more conventional debates about reform and school improvement.

The organizations representing practicing educators in school systems suggest that school systems can be re-balanced to

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<sup>1</sup> There are many countries currently engaged in school renewal and reform discussions. Examples of this include [South Africa](#), [Manitoba \(Canada\)](#), [England](#), among many others. Enabling these jurisdictions to learn directly from each other in different ways would be a significant contribution to their work. The [UN Transforming Education Summit](#) in September 2022 highlighted the [written commitments](#) made by almost all countries to transforming school systems. This position paper and joint statement have been prepared to inform and support this critical national and sub-national discussions from which real change can emerge and be supported.

<sup>2</sup> The [UN Transforming Education Summit](#) in September 2022, and the preceding [Pre-Summit](#) in June brought together several initiatives and launched new ones. Included among the current list of global discussions of school renewal and reform are (1) the [UNESCO Commission on the Futures of Education](#) which has presented an inclusive vision and overview of many of the challenges and opportunities, (2) This Commission report was part of the [UN Transforming Education Summit](#) in September (3) the [OECD Initiative on the Future of Education in 2030](#) which is building on its traditions of monitoring student learning and promoting student competencies, (4) the Qatar Foundation [World Innovation Summit for Education](#), (5) the [5<sup>th</sup> Forum on Transformative Education](#) (co-hosted by UNESCO, APCEIU and Korea) called for the mainstreaming of transformative education emphasizing the social role of schooling, including education for sustainable development, global citizenship and health & well-being, (6) the [Salzburg Global Seminar](#) web-based programs and publications focus on inter-sectoral creative & healthy societies, long-term & sustainable development, rule of law & social trust. (7) The [International Task Force on Teachers for Education 2030](#) regularly holds forums on teacher education and development which includes a background paper on the [Futures of Teaching](#). (8) The Education Commission has published a [report on transforming the education workforce](#) through differentiated staffing & including professionals from other sectors who work with schools in school-based teams. (9) The IIEP-UNESCO, Education Development Trust and the Education Commission have launched an initiative that focuses on the [leadership/change agent roles of educators working in the “middle tiers”](#) of school systems. (10) UNESCO is currently consulting widely on how its [statutory consultation and survey](#) on human rights done every four years can be revised to better reflect the needs of education and countries. Any revisions to this UNESCO survey/consultation should match up with any transformations of school systems.

<sup>3</sup> Representatives from the following organizations participated in the development of this statement. These organizations are currently consulting with their members/constituencies to endorse a joint statement based on this paper. A final version will be published on this [web page](#). The organizations are American Association of School Administrators (AASA), ASCD, Canadian Association of School System Administrators (CASSA), Education International (EI), International Council of Principals (ICP), International School Psychology Association (ISPA), International Association for Counselling (IAC) and the Global Network of Deans of Education (GNDE).

place **greater emphasis on the original purposes or functions of schooling** that led to the creation of public schools in many countries<sup>4</sup>, namely the **socialization** and safe **custody/caretaking** of children. This rebalancing with the other core purposes of intellectual/academic achievement, accreditation and vocational preparation accords with accords with the landmark 1996 UNESCO commission<sup>5</sup> and, more recently, with the vision proposed by the UN Secretary General<sup>6</sup> to the 2022 Transforming Education Summit. The shift simply enables every child, including marginalized children, to reach their full potential. Including all children in school, providing an equitable set of learning opportunities and meeting the needs of the whole child are universal hallmarks of excellence for all school systems.

Our advice is neither a vision nor a blueprint for change, as these shared values and plans should be co-constructed through global, regional, and especially local discussions and consultations. In this statement we offer ideas and insights that could be considered as each jurisdiction charts its own course for systems change towards 2050.

### **The Scope, Pace, Pathways and Practicalities of Systemic and Sustainable Change**

This advice also suggests that **rebuilding** after the Covid pandemic and preparing for future outbreaks/pandemics of infectious diseases, the **renewing** the commitments towards the achievement the UN Sustainable Goals and a systems approach to **transforming** schools are different, over-lapping processes leading to changes that should be inter-sectoral, incremental, significant, and sustainable. They require significant investments, a whole of government approach, pathways built collaboratively by ministries, local authorities and agencies, educators, parents, and students.

The transformation of education systems is necessarily a **deliberative and gradual process** best built on **incremental change** and improvements facilitated by **empowered and accountable professionals** at every level. This is especially true as systems recover from the Covid pandemic<sup>7, 8</sup> and realize how much still needs to be done to achieve the inclusion and equity goals stated in Goal #4 (education) of the UN Sustainable Development Goals<sup>9, 10</sup>. Moving towards 2050, we can be inspired by transformational ideas, re-imagined roles, and new understandings about cognition, teaching, and learning. However, we also need to propose practical steps towards solutions to complex problems that are often rooted in social and economic realities outside of schools.

**Nevertheless, time is short.** The parents of the children who will enter our schools in 2050 are already the students in our classrooms today.

### **Contextualization, Engagement & Models for Systems Change**

The change processes in every country, state and community must be rooted in their **unique and shared cultural, economic, and political contexts**. Working towards holistic redesign within defined guardrails so that change is planned

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<sup>4</sup> Carl J. (2009) [Industrialization and Public Education: Social Cohesion and Social Stratification](#). In: Cowen R., Kazamias A.M. (eds) International Handbook of Comparative Education. Springer International Handbooks of Education, vol 22. Springer, Dordrecht. doi.org/10.1007/978-1-4020-6403-6\_32

<sup>5</sup> Delors, Jacques (1996) [Learning: the treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century \(highlights\)](#), Paris, UNESCO

<sup>6</sup> António Guterres (2022) [Transforming Education: An urgent political imperative for our collective future](#). New York, NY, United Nations

<sup>7</sup> OECD, Education International (2021) [Ten Principles for Effective and Equitable Educational Recovery from COVID](#), OECD Publishing, Paris.

<sup>8</sup> UNESCO, UNICEF, The World Bank and OECD (2021) [What's Next?? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic](#), Paris, Authors

<sup>9</sup> UNESCO (2019) [Meeting Commitments: Are countries on track to achieve SDG 4?](#) Paris, UNESCO Institute for Statistics

<sup>10</sup> UN (2016) [SDG 4: Ensure by 2030 inclusive and equitable quality education and promote lifelong learning opportunities for all](#), New York, UN

and implemented over several years is vital<sup>11</sup>. **Engagement of all stakeholders** is key. Students should be engaged and empowered. Parents should be informed, involved, and supported. Community, cultural and other organizations as well as individual volunteers should be active partners in planning, delivering, and assessing programs. Agencies and professionals from other systems should be mandated to work within and with schools. Educator leadership and teacher agency must be inherent in all decisions and practices. Elected and appointed officials governing and managing school systems should ensure that these processes are congruent with **proven models<sup>12</sup> for systems change**.

### The Purposes, Processes and Planned Pedagogy for Change

The reforms or improvements in each jurisdiction should be **balanced across the pillars, purposes or functions** of schooling. The categories of life-long learning articulated in the previous UNESCO Delors Commission report<sup>13</sup> ((learning to do, to live together, to be and especially, to learn how to learn) can be used as a stable reference point<sup>14</sup>. School systems should work with other sectors to address **the needs of the whole child<sup>15</sup>** and ensure that **each child, especially those who have been marginalized** by discrimination, displaced by wars or conflicts and disadvantaged by income, geography or other circumstances, are provided **multiple, coordinated supports, services and the essential physical conditions and resources** for learning. This requires that schools offer all students a **broad range** of formal subjects/curricula and informal, extended **learning opportunities<sup>16</sup>** as well as different routes to secondary school accreditation.

Many reports have underlined other urgent challenges caused by the climate crisis, trauma, social unrest, conflict, inequality, family stress and depression among young people. The responses to such challenges must be systemic and multi-tiered<sup>17</sup>- not just an ad-hoc collection of specific programs in some schools. To create the space needed for such systemic improvements, the **original purposes of schooling, to provide safe custody & care** for marginalized children

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<sup>11</sup> American Association of School Administrators (2021) [An American Imperative: A New Vision of Public Schools A Report from the Learning 2025: National Commission on Student-Centered, Equity-Focused Education](#), Alexandria, VA, AASA,

<sup>12</sup> Jurisdictions can use one or more models or frameworks to guide systems change. These include models such as Fullan & Quinn (2015) [Coherence: The Right Drivers in Action for Schools, Districts, and Systems](#), Corwin Press; the [Concerns-Based Adoption Model](#) originally described by Hord, Rutherford, Huling & Hall (2006) [Taking Charge of Change](#), SEDL; W E Deming (nd) [Total Quality Management](#), Demings Institute. The key point is not necessarily the model selected but rather that the organization and its governors/employees have explicitly selected/developed a framework.

<sup>13</sup> Delors, Jacques (1996) [Learning: the treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century \(highlights\)](#), Paris, UNESCO

<sup>14</sup> A [commentary](#) on the UNESCO Futures of Education report from one of the key staff members supporting the Commission has suggested an updated version of the categories in the Delors report. As well, in-depth analysis of the manifest (intended, visible) and latent (hidden, unintended) [functions of schooling](#) is warranted in each jurisdiction. Countries should take the time necessary to engage their stakeholders and decision-makers in this fundamental discussion of purposes or functions that they want their school systems to perform. This re-balancing among the functions of schooling could herald a return to the original purposes of public schools often established during the [shift from agrarian to industrial societies](#). This better balance among purpose recognizes that policies/programs to feed hungry students, to care for abused or traumatized students, to teach that our health is tied directly to the health of others and the planet, to engage students in school and out-of-school activities, to respect cultural heritages, to engage students in the arts, and to enable young people to discern truth and knowledge from historical biases and the social media onslaught of lies and sensationalism are equally important to the traditional literacy, numeracy and technological skills needed for the world of work.

<sup>15</sup> ASCD (2021) [The Learning Compact Renewed: Whole Child for the Whole World](#), ASCD

<sup>16</sup> Kate Anderson, Helyn Kim, Seamus Hegarty, Martin Henry, Esther Care, Rachel Hatch, Joyce Kinyanjui, Francisco Cabrera-Hernández (2018) [Breadth of Learning Opportunities](#), Center for Universal Education at Brookings, Education International

<sup>17</sup> Short KH, Finn C & Ferguson HB (2017) [System Leadership in School Mental Health in Canada](#), Canadian Association of School System Administrators, Toronto, ON

and to socialize all students so that they live together in sustainable, cohesive communities need to **be strengthened to better balanced them with the intellectual, vocational and accreditation functions** of schooling<sup>18</sup>.

National or local statements or frameworks describing overarching **student competencies, capabilities or attributes should encompass the breadth and balance described here** as well as provide a meaningful coherent base for young people as they begin to live, work, play and pray within their personal, local and national contexts. These contexts are influenced by global events, trends and forces but also have their own cultural, economic, and political characteristics which have a more immediate and powerful impact. Further, most curricula must take several years to develop and implement. Superimposing a competency framework on these existing courses without a multi-year implementation plan could end up being of little value. **Ensuring that competency frameworks are used** to meaningfully revise curricula, pedagogy and teaching/learning methods, student assessment and teacher/educator development will take time and resources.

As well, the often criticized but **essential and stable practice of dividing what is to be learned into subjects or courses is not going to change** unless universities and training institutions eliminate their programs and faculty structures which are built around the specialized disciplines and trades required in the world of work. Such dramatic change in post-secondary education is highly unlikely. Consequently, the **competency-based learning frameworks should be applied to and articulated within each subject/discipline and adapted to each context**. Well-designed change processes involving not-only the stakeholders concerned with each competency but also the stakeholders related the existing core subjects or pedagogical/student assessment strategies as well as with post-secondary institutions and programs can ensure that such competency frameworks are more than just generalizations or aspirations.

### **The Covid Pandemic, Learning and Change**

The Covid pandemic has taught us again that health and well-being are determinants of our ability to learn. The school closures and isolation of children caused by the Covid pandemic has underlined the fact that **schools are an essential, safe & healthy place at which children not only learn but also develop social & emotional bonds** with others from different backgrounds. The multiple components of a comprehensive school-based and school-linked approaches to social & emotional learning including psycho-social support from peers, parents and others, classroom instruction, extra-curricular activities, and mental health as well as other support services have been well-described by several organizations<sup>19, 20, 21, 22, 23</sup>. Helping students to recover after the Covid pandemic is more than remedial instruction, better use of technology and mental health services. It requires much greater investments in the socialization and custody/caretaking roles of schools. Further, the impact of the pandemic on attracting and retaining employees is just now being realized, as educators join other caring professions in leaving the workforce.

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<sup>18</sup> Fullan M (2021) [The right drivers for whole system success](#), Center for Strategic Education, Leading Education Series #01 February 2021

<sup>19</sup> UNESCO MGIEP (nd) [Transforming Education for Humanity. Building Social & Emotional Learning for Education 2030](#), Paris, UNESCO & the Mahatma Gandhi Institute for Peace & Sustainable Development

<sup>20</sup> Karanga. The Global Alliance for Social & Emotional Learning (2019) [The Salzburg Statement for Social and Emotional Learning](#), Salzburg Global Seminar, Salzburg

<sup>21</sup> UNICEF (2006) [Manual on Child Friendly Schools](#), New York, UNICEF

<sup>22</sup> Inter-agency Network for Education in Emergencies (2010) [INEE Minimum Standards for Education: Preparedness, Response, Recovery](#), New York, INEE

<sup>23</sup> WHO, UNESCO (2021) [Making every school a health-promoting school. Global standards and indicators](#), WHO, UNESCO

It is ironic and tragic in these days of Covid that **the current UN plan for monitoring student learning related to Goal #4 (education) deliberately excludes health and well-being<sup>24</sup>**. It is equally concerning that **health & life skills education has been conflated with physical education or sexuality education<sup>25</sup>** or often competes with other specific health topics<sup>26</sup>. Health & life skills education, a core subject mandated by most countries in different formats<sup>27</sup>, is the best vehicle to teach vaccine literacy, personal hygiene skills, how to **find, verify and understand reliable health information** - especially online, how to use protective equipment or safety precautions and to be fundamentally **concerned about the health of others**. Rather than viewing health only as a personal possession or responsibility or even as something we should be “free” to disregard, students need to be taught directly about their social and environmental responsibilities.

## **The Shared Responsibility for Effective, Inclusive and Equitable Schooling**

**Public schools are the central place in all communities for students to learn**, develop, meet others from different backgrounds and be supported by trusted adults and various services. Other forms of informal, alternative, religious/cultural, private, community-based, and online or digital learning can be affiliated and should be aligned with schools if they are accessible and equitable. For example, several principles to govern the connections between digital and school-based learning<sup>28</sup> have been articulated and promoted.

**Schools should also be a hub<sup>29</sup>** for providing support to marginalized children, to provide counseling and guidance to all students and to mobilize/ coordinate agency and community resources. The proverbial village, comprised of other sectors, agencies, and ministries, must share the responsibilities of ensuring that every child has access, is included and has an equitable opportunity to succeed. The education and other systems need to ensure that these goals of inclusion and equity are being met for all students. The global community has articulated these essential objectives for equity and inclusion in Goal 4 (Education) of the UN Sustainable Development Goals<sup>30, 31, 32</sup> and for specific barriers such as those

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<sup>24</sup> The [Technical Cooperation Group](#), composed of 35 representatives from countries, multilateral agencies and civil society organizations guides the monitoring of Goal #4 (Education), including 4.7.1 (intended learning outcomes for students). At its [Sixth meeting](#) in August 2019, approved a [proposal for a measurement strategy](#) (p.13) that deliberately excluded health & well-being, likely because H&WB were not part of an existing international survey on civics education which was used as a model in the TCG considerations. Apparently, two other documents which included H&WB were not accepted. Eventually, due to challenges in collecting data from countries, the data collection process used an adapted version of an [existing UNESCO survey](#) on human rights but H&WB was not brought back into the framework.

<sup>25</sup> The report of the [UNESCO Commission on the Futures of Education](#) (p 68) is an example of how policymakers can be persuaded to focus on only one or two aspects of health and well-being. The report advocates for a physical education and a sexuality education programs without ever positioning their component parts within a broader instructional program on health and life skills education.

<sup>26</sup> Advocates, researchers and donors have focused almost entirely on topic-specific projects in areas such as drugs, HIV/AIDS, tobacco use, bullying and others without examining the instructional times, curriculum structures, scope and sequence of generic student outcomes and other aspects of a core health & life skills education program. The impact of specific extended educational activities such as recess, after-school programs and co-curricular learning through school routines has similarly been studied and promoted in a piece-meal manner rather than looking at the impact of a core, broad program.

<sup>27</sup> A 2008 UNICEF report on life skills education noted that a majority of countries had health & life skills education as part of their core curricula. In 2021, UNICEF, UNESCO, ISHN and other partners are conducting a [fact-finding survey and policy/curriculum document analysis](#) that will verify the status of H&LS as a core subject in all countries and states/provinces.

<sup>28</sup> UNESCO, Dubai Care Foundation (2021) [Rewired Global Declaration on Connectivity for Education](#), Paris, UNESCO. See also the multi-year [operational plan](#) to support country implementation.

<sup>29</sup> FRESH Partners (nd) [The FRESH Framework and Partnership](#), Surrey, BC, Author

<sup>30</sup> Global Education Monitoring Report (2020) [Inclusion and education: All Means All](#), Paris UNESCO 2020

<sup>31</sup> UNESCO (2017) [A guide for ensuring inclusion and equity in education](#). Paris, UNESCO

<sup>32</sup> Global Partnership for Education (2019) [Leaving No One Behind. A Knowledge and Innovation Exchange \(KIX\) Discussion Paper](#), Washington, DC, GPE



impacting indigenous youth<sup>33</sup> or students with disabilities<sup>34</sup>. These goals must guide the development of school and other systems moving forward. There are **many experience-tested and evidence-based frameworks, approaches, and programs to coordinate multiple interventions** that address the many barriers to inclusion and equity<sup>35</sup>. Countries should increase, strengthen, and monitor their use of these frameworks as part of their efforts to renew their systems and to strengthen the necessary inter-sectoral coordination.

Within school systems, **the well-being, preparation, working conditions, beliefs, professional norms, and professional autonomy** of teachers<sup>36, 37</sup>, school support staff<sup>38</sup>, school principals<sup>39,40</sup>, guidance counselors, school psychologists<sup>41</sup>, school district administrators<sup>42, 43, 44</sup>, ministry officials and teacher education institutions<sup>45</sup> will ultimately determine success or failure of any educational plan or program. **Long-term workforce planning<sup>46, 47, 48</sup> and sustained investments in**

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<sup>33</sup> UN (2007) [UN Declaration on the Rights of Indigenous Peoples](#), New York, NY, United Nations

<sup>34</sup> UN (2019) [United Nations Disability Inclusion Strategy](#), New York, NY, United Nations

<sup>35</sup> The FRESH Partnership, a coalition of UN agencies, donors, and civil society organizations, has defined the [core components](#) common to these multi-intervention approaches and programs. The International School Health Network has listed over [40 policy/program coordination frameworks](#) that have been developed, evaluated, and promoted at the global level.

<sup>36</sup> ILO, UNESCO (2019) [The ILO/UNESCO Recommendation concerning the Status of Teachers \(1966\) and The UNESCO Recommendation concerning the Status of Higher-education Teaching Personnel \(1997\) with a revised foreword and user's guide 2016](#), Paris, UNESCO

<sup>37</sup> Education International (2021) [The bedrock of inclusion: why investing in the education workforce is critical to the delivery of SDG4](#), Brussels, Education International, Light of the World

<sup>38</sup> Philippa Butler (2019) [Understanding the Invisible Workforce: Education Support Personnel's Roles, Needs and the Challenges They Face](#), Brussels, Action AID, Education International

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<sup>40</sup> Hall M & Batten ally M (2019) [Our Principal Wellbeing. Making a Difference](#), Presentation to ACTPA-ICP-Shanghai-Convention-Oct 2019, International Confederation of Principals

<sup>41</sup> International School Psychology Association (2021) [Back to School Amidst the COVID-19 Pandemic: Considerations and a Call to Action to Support School Communities Worldwide](#), Amsterdam, ISPA

<sup>42</sup> David Childress, Chloé Chimier, Charlotte Jones, Ella Page, Barbara Tournier (2020) [Change agents. Emerging evidence on instructional leadership at the middle tier](#), Education Development Trust, the Education Commission and UNESCO IIEP

<sup>43</sup> AASA (2021) [An American Imperative: A New Vision of Public Schools](#), American Association of School Administrators, Washington DC

<sup>44</sup> Short KH, Finn C, Ferguson HB (2017) [System Leadership in School Mental Health in Canada](#), Canadian Association of School District Administrators, Toronto, ON

<sup>45</sup> Douglas McCall, Irma Eloff & James O'Meara (2020) [The Critical Role of Education Faculties in the Global Agenda for Quality Education](#), Global Network of Deans of Education

<sup>46</sup> Long-term workforce development includes sustained investments and attention to the initial education, ongoing development, qualifications, experience, retention/turnover/transfer patterns, intrinsic motivation, attitudes, professional norms, working conditions, career paths and wellness of employees.

<sup>47</sup> National Institutes of Health (nd) [Workforce Planning Model](#) (Online) Bethesda, MD, Author

<sup>48</sup> World Bank (nd) [Workforce Development-Tools & Resources](#), Washington, DC, World Bank

teachers<sup>49, 50, 51</sup>, each of these other categories of educators as well as for other professionals such as nurses, social workers, police and security officers, development/relief aid workers and others<sup>52</sup> should replace the current practice in many jurisdictions of piece-meal, sporadic, short-term, and problem/program specific staff development.

### Pathways to Change and Continuous Improvement

Each jurisdiction will need to **construct pathways to changing their school system** which are most relevant to their students, parents, communities, and societies. These pathways are likely to be developed and implemented simultaneously but each route requires sustained attention. It is suggested here that all countries, states, and provinces should consider these three:

1. Rebuilding after the Covid Pandemic, Mitigating the Risks of Future Outbreaks, Learning from Climate Change & Conflicts

The huge disruption to schooling caused by the Covid pandemic has led to many school system efforts to re-build their programs and student learning. The current recovery efforts<sup>53, 54, 55, 56</sup> have been focused on short-term problems and Covid-specific solutions, including opening & closing schools, better communications with parents, building on the “success” of remote learning, measuring academic “learning losses” and providing mental health services. Broader and longer-term responses to Covid are required. Greater investments in school feeding programs, improved health & life skills education, broader efforts to provide better social and emotional learning through increased extended educational activities and instruction, increased use of school-based vaccination campaigns<sup>57</sup> and strengthened vaccine policies, better student and staff health records, recruitment and retention programs for youth who are out or likely to drop out of school, ensuring that remediation and support

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<sup>49</sup> UNESCO, ILO (1966) [Recommendation concerning the Status of Teachers](#), Paris, UNESCO & ILO

<sup>50</sup> UNESCO, ILO (2008) [Users Guide to the ILO/UNESCO Recommendation concerning the Status of Teachers \(1966\) and The UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel \(1997\)](#), Paris, Authors

<sup>51</sup> World Bank (nd) [What Matters Most for Teacher Policies: A Framework Paper](#), Washington DC, World Bank

<sup>52</sup> The categories of professionals who should be supported by specific workforce plans and initial/ongoing development programs include early childhood educators, primary school teachers, middle school teachers, secondary school subject specialists, school counsellors, school psychologists, school principals, middle and senior administrators, ministry officials, education support staff, pastoral counsellors, school social workers, school nurses, relief aid workers, development aid workers, school resource officers, security and civil protection staff, food services staff, health workers caring for students severe and chronic health or other problems and more. These workforce development plans need to be specific to each category of personnel. UN agencies, global organizations and professional associations representing these professionals should work together to develop models of better plans and policies/development strategies suitable for different contexts.

<sup>53</sup> National Collaborating Centre for Methods and Tools. (2021) [Update 17: What is the specific role of daycares and schools in COVID-19 transmission?](#) Living Rapid Review, NCCMT, Waterloo, ON

<sup>54</sup> Sabine Meinck, Julian Fraillon, Rolf Strietholt (2022) [The impact of the COVID-19 pandemic on education: International evidence from the Responses to Educational Disruption Survey \(REDS\)](#), Paris, UNESCO & International Association for the Evaluation of Educational Achievement (

<sup>55</sup> UIS (2021) [WHAT'S NEXT? Lessons on Education Recovery: Findings from a Survey of Ministries of Education amid the COVID-19 Pandemic](#), UNESCO, UNICEF, World Bank, OECD

<sup>56</sup> Gray, N.J. and Jourdan, D. (2022), [Co-operation and consistency: a global survey of professionals involved in reopening schools during the COVID-19 pandemic](#), Health Education, Vol. 122 No. 1, pp. 103-120.

<sup>57</sup> Alice Morissette, Gabrielle Lefebvre, Claude Bacque-Dion, Richard Bélanger, Frédéric Cazalais-Asselin, Benoît Lalonde, André Dontigny, Scott T. Leatherdale, Slim Haddad (2022) [Disparities in high schools' vaccination coverage \(COVID-19\). A natural experiment in the Province of Quebec](#), Preventive Medicine, Available online 20 April 2022, 107056

for lost learning are available to all students, and other expansions of the social and care-taking roles of schooling are needed. Global organizations and UN agencies should increase their support and guidance to countries on these educational recovery initiatives.

As these educational rebuilding efforts continue, countries and global organizations should take the time to **learn the hard lessons of this most recent pandemic to prepare for future infectious disease outbreaks**. HIV/AIDS, Ebola, SARS, MERS, polio, malaria, chlamydia, helminth infections, Covid 19 and other wide-spread diseases as well as local outbreaks of measles, dengue fever, Lyme disease and even influenza have all seemed to surprise education and public health authorities when they inevitably break out. The specific transmission routes of each disease may vary but we know how schools can and should respond. Effective, compulsory health and life skills education<sup>58, 59</sup> that includes health/vaccine literacy, hygiene skills and concern for the health of others, has already been noted in this statement. The importance of other basics such as clean water, sanitation, ventilation, cleaning surfaces, food safety, soap, clean, private and safe latrines & toilets, and personal protective equipment has been underlined by the Covid pandemic, although they were/are also urgent concerns during other outbreaks. Other aspects of the school responses to Covid 19 have also been experienced before but apparently, they are seen as something new each time. These include decisions about closing and opening schools, informing parents of outbreaks, inter-ministry/inter-agency, inter-professional protocols and cooperation, quarantining infected or exposed students or requiring them to stay home when experiencing symptoms or mild versions of the disease such as influenza, using schools for emergency vaccination programs, enforcing policies and regulations on vaccines, school-public health coordination and sharing of student health records, making effective use of school nurses, reaching out to and supporting disadvantaged students and families, using television, radio and the Internet for alternative forms of education during school closures and protecting the health and wellness of students, staff and others in the school community.

There are self-assessment tools<sup>60</sup> to assess and plan for infectious disease outbreaks and to build resilience<sup>61</sup> in education systems. However, to our knowledge, there has not been a global effort, nor many country initiatives to develop, test and disseminate a **multi-intervention program/framework<sup>62</sup> for schools to mitigate the risks and coordinate school & public health responses to infection diseases**. This has been done for several other health and social problems<sup>63</sup> and should be done for all types of infectious diseases rather than having systems react as if each outbreak or pandemic is unique or less important than other health or social issues. Further, in developing this multi-intervention program on infectious diseases, countries and global organizations can draw

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<sup>58</sup> Morrish, D., Neesam, M. (2021) [Trends in coverage of hygiene and disease prevention topics across national curriculum frameworks for primary science, physical education, and health](#). Prospects 51, 363–381

<sup>59</sup> Leena Paakkari & Orkan Okan (2020) [COVID-19: health literacy is an underestimated problem](#), The Lancet Public Health, Volume 5, ISSUE 5, e249-e250, May 01, 2020, doi.org/10.1016/S2468-2667(20)30086-4

<sup>60</sup> Craig B Dalton, Martyn D Kirk & David N Durrheim (2022) [Using after-action reviews of outbreaks to enhance public health responses: lessons for COVID-19](#), The Medical Journal of Australia, 216 (1): 4-9.doi: 10.5694/mja2.51289

<sup>61</sup> World Bank (nd) [RES-360° Tool Kit: Resilience in education systems: rapid assessment manual](#), World Bank, Education Resilience Program, Washington, DC

<sup>62</sup> Jami Neufeld & Joel Kettner (2014) [The Settings Approach in Public Health: Thinking about Schools in Infectious Disease Prevention and Control](#), Winnipeg, MB, National Collaborating Centre on Infectious Diseases

<sup>63</sup> The FRESH Partners have developed evidence-based [self-assessment/planning tools](#) for several themes or topics such as physical activity, nutrition, and injury prevention. The International School Health Network list of [40+ policy/program coordination frameworks](#) shows how this has been done for many other topics or themes.



from broader guidance and resources on providing education in emergencies<sup>64</sup> and in disaster risk reduction<sup>65</sup>.

## 2. Renewing Commitments to Inclusion & Equity (Achieving Goal 4 of the UN Sustainable Development Goals)

Excellence and equity are often seen, incorrectly, as competing goals for schools<sup>66</sup>. This is because excellence in schooling has often been defined at the individual student level, where academic achievement and being promoted or accredited to higher levels of education are the sole measures of success. Success for individual students need to go beyond narrow definitions of academic achievement to include the development of their well-being, their social/environmental responsibility and their character, ethics and moral development.

Schools are rightly concerned with the achievement of every child and every educator must strive to help each child reach their full potential. However, at a systems level, the measurement of excellence must include equity and inclusion as organizational goals. **Excellence in schooling is not achieved unless and until students from disadvantaged backgrounds or who face significant adversity are included and are achieving at equitable rates**<sup>67</sup>. Consequently, at a school system, society, or global level our monitoring, reporting and improvement efforts must include a focus on inclusion and equity.

Therefore, **achieving the targets of Goal 4 (Education) of the UN goals for 2030**<sup>68</sup> **should remain as a priority pathway** to school improvement and reform in all jurisdictions. We are almost at the halfway point in the 15-year implementation process for these goals. The achievement of the targets for Goal #4 remains as a significant challenge<sup>69</sup>. Indeed, even the monitoring of the targets identified for achievement has proved to be difficult. Countries and the UNESCO monitoring efforts have had to back off many of the planned monitoring activities, partly due to the Covid pandemic and partly because of the challenges associated with collecting and assessing reliable data. While we support and applaud the recent regional efforts to create benchmarks from existing datasets, we must note that these data sources are limited to the traditional and narrow purposes of schooling that must be broadened to achieve a better balance in systems purposes.

Participation and graduation rates in schooling, literacy and numeracy are all important, but, alone, they do not

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<sup>64</sup> Inter-Agency Network on Education in Emergencies (2010) [Minimum Standards for Education: Preparedness, Response, Recovery](#), New York, INEE

<sup>65</sup> UNISDR (2017) [Comprehensive School Safety: A Global Framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector](#) and The Worldwide Initiative for Safe Schools, UNDRR (formerly UNISDR)

<sup>66</sup> This lack of clarity and understanding about excellence and equity can be illustrated. For example, an OECD [overview on excellence and equity](#) derived from PISA scores suggests that all students can achieve in science education if additional support is provided. However, PISA measures only achievement only in a narrow range of subjects and certainly not for the development of the whole child. Education International in its [briefing](#) by Education International to the [2021 International Summit on the Teaching Profession](#) broadened that excellence-equity connection. WestEd — a nonpartisan, non-profit research & development agency, has explained how the deep connections among equity, excellence and well-being are being clarified and strengthened as a “[path to better education systems](#)”.

<sup>67</sup> A recent [Commission on the future of K-12 education](#) in Manitoba, Canada has described this imperative of committing to equitable outcomes while improving the achievement of all students (p13). The Commission concludes that “education that is focused on improvement for all ensures that educational excellence is distributed across demographic lines” and “requires a disaggregation of the data to see who the students and groups are that are performing well”, as well as calling for publicly funded education that “removes barriers to success, ensuring that background factors do not determine a child’s destiny”.

<sup>68</sup> UN (2016) [SDG 4: Ensure by 2030 inclusive and equitable quality education and promote lifelong learning opportunities for all](#), New York, UN

<sup>69</sup> UNESCO (2019) [Meeting Commitments: Are countries on track to achieve SDG 4?](#) Paris, UNESCO Institute for Statistics

reflect the necessary broadening of educational purposes to assign more value to the social and custodial/care-giving functions of schooling. This rebalancing can strengthen student confidence and agency-building that are the foundations of life-long learning.

The school acting as a central pillar, backbone, or hub for the achievement of all the SDGs was noted from the outset<sup>70</sup>. However, the inclusion and equity goals of Goal 4 of the SDG's as well as the related commitments to the other 16 goals cannot be achieved without the commitments of other sectors, ministries, and agencies within a whole of government approach. Each 2030 goal has identifiable student learning objectives for schools inherent in its achievement<sup>71</sup>. In return, each of the other 2030 goals addressing hunger, poverty, health, gender, the environment, peace, responsible production & consumption require the staffing and funding from other ministries and agencies to be used within school systems.

There are many, many barriers to inclusion and equity, including poverty, discrimination, student disabilities, crime & violence, health problems and social injustices. The challenge is to enable countries to identify the barriers most urgent or important to their students. Then, countries need to create and maintain sustainable intersectoral partnerships and coordinated sets of policies, services, and programs to address those barriers. This educator-driven statement has already suggested that greater use of several well-established intersectoral policy-program frameworks<sup>72</sup> to address the barriers to inclusion and equity. Using and aligning several of these **policy/program coordination frameworks within countries can be a transformational strategy to intersectoral coordination**. Whole of government and inter-ministry coordination are often aspired to and intended. However, the structures, protocols, staff assignments and other system capacities needed for such inter-ministry and inter-agency coordination are rarely described, sustained, or monitored.

These coordinated policy-program frameworks should be part of well-defined and well-used continuous system, school, and individual professional improvement programs in school systems<sup>73, 74</sup>. These improvement programs are established in many schools, but they often focus narrowly on academic objectives or only on local schools and not professionals and departments at every level. As such school improvement programs are broadened to include social, safety and student support purposes, they should also be linked to equally holistic outcomes in improvement programs in other systems. These can include, for example, more focus on health promotion in health systems or positive youth development in law enforcement/justice systems.

### 3. Transforming School Systems Through Incremental, Continuous Improvement

Values-based, purposeful change in large complex organizations such as school systems is never easy, nor should it be. Radical reforms that seek to re-organize or re-structure education systems often end up in controversy and counter-reforms. Schools are a stable bulwark for communities and societies against extreme, politically motivated, or unsustainable changes. Further, the results of school systems are only apparent after 10 to 12

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<sup>70</sup> Education and schooling were described as an [“essential pillar” to achieving the UN 2030 Agenda for Sustainable Development](#) by UN Secretary General António Guterres and Tijjani Muhammad-Bande, President of the UN General Assembly at the UNESCO General Conference on 12 November 2019.

<sup>71</sup> UNESCO (2017) [Education for Sustainable Development Goals. Learning Objectives](#), Paris, UNESCO

<sup>72</sup> This [list of over 40 intersectoral policy-program coordination frameworks](#) should also be used in transforming our often ad-hoc approach to cross sector work, policy and program development.

<sup>73</sup> Gerry J. Reezig (2001) [A Framework for Effective School Improvement](#), Report prepared for the Community Research and Development Information Service (CORDIS) of the European Commission, Brussels

<sup>74</sup> Council of Chief State School Officers (2017) [CCSSO Principles of Effective School Improvement Systems](#), Washington, DC, CCSSO

years of engaging each cohort of students and their ultimate impact shows up several years after that. Significant changes to pedagogy, to how learning and teaching are organized, to making better uses of technology or to truly empowering students are even more difficult. Consequently, jurisdictions should **learn more about systems change and then select models of educational change that have proved to be effective** in different contexts<sup>75</sup>.

The necessary paradigm shift is that while the focus must always be on the student and the various programs proven to be effective, these decisions will always be made within the constraints of large, complex, and therefore necessarily bureaucratic systems which address multiple demands and wicked problems. Consequently, **systems-focused thinking and actions, derived from systems science, established organizational development models and management theories, are essential** for successful transformations.

The evidence and experience gained through systems science/organizational development models show that significant changes in school systems are achieved through **continuous improvements**<sup>76</sup> which are introduced, implemented, and sustained by **engaged and empowered professionals** at all levels and across the schools and other systems. Command and control decision-making in school systems is possible and preferable in school systems only on the most urgent matters such as child safety or emergencies such as Covid 19. School systems are loosely coupled. Local schools are open and responsive to local needs. System goals are always broad and under constant public scrutiny, interpretation, and negotiation. School systems employ highly qualified, autonomous professionals who should be expected to make professional judgements on behalf of their clients.

Having introduced the key concepts and principles underlying a systems-focused approach and actions, we can now turn to specific processes relevant to transforming or reforming school systems. These include external commissions, advisory committees of stakeholders & employed professionals, reviews of data, surveys of students, parents and teachers, commissioned research and system assessments, ongoing external advisory committees and establishing systems to monitor, report, evaluate and, most importantly, to improve the systems. We close with a suggestion for monitoring transformative plans and initiatives which may overcome some of the challenges encountered in monitoring the achievement of Goal 4 of the SDGs.

**External commissions to chart educational reforms are often an important step in most transformative reform initiatives.** Jurisdictions should consider the how and the what of such commissions from the outset. The systems effectiveness criteria and/or purposes of schooling to be used by such Commissions of inquiry should be broad and balanced. Academic success in a few selected subjects such as math, reading and science as well as participation and graduation rates are important but not sufficient. Student skills, knowledge, and attitudes in development areas such as the arts, music, health & life skills, social justice, civics and citizenship, the environment, human rights, and other fields of human endeavour can also be tracked through a variety of assessment processes. System success in the transformation of lives of marginalized students, the well-being of students and staff, community and agency involvement and engagement in schools and several other criteria can all be identified as targets for reform.

The transformation of schools should be preceded in each jurisdiction by an independent commission, formal and transparent investigation, reviews of the existing data on child/youth safety, health & development, access &

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<sup>75</sup> There are models and paradigms for educational change such as Fullan & Quinn (2015) [Coherence: The Right Drivers in Action for Schools, Districts, and Systems](#), Corwin Press; the [Concerns-Based Adoption Model](#) originally described by Hord, Rutherford, Huling & Hall (2006) [Taking Charge of Change](#), SEDL; W E Deming (nd) [Total Quality Management](#), Demings Institute. The key point is not necessarily the model selected but rather that the organization and its governors/employees have explicitly selected/developed a framework.

<sup>76</sup> Karen Shakman, Diana Wogan, Sheila Rodriguez, Jared Boyce, and Debra Shaver (2020) [Continuous Improvement in Education: A Toolkit for Schools and Districts](#), Institute of Education Science, Department of Education, USA

participation in early childhood, school & post-secondary education/training, surveys of student, parents and teacher satisfaction and views and a formal report with accompanying studies and specific reports on selected topics. A brief examination of such commissions<sup>77</sup> done in preparing this statement suggests that they should be established, structured, and perceived to be above the interests and immediate concerns of the governments that create them. Further, the mixed history and challenges associated with such commissions, it is suggested here that UN agencies, researchers and organizations collaborate to **develop evidence-based and practical guidance on the formation and operation of education commissions** for countries to use as they begin the transformation of their school systems.

Adopting and adapting a systems-change model and the reporting from an independent commission are only the first steps in well-planned transformations. Systems should also rely on the expertise and experience of their teachers, local school leaders in their schools, local managers, ministry officials, unions, professional associations, and education faculties. The evidence is clear that educators learn best from their local, trusted colleagues and comparable contexts. Many jurisdictions already have ongoing **advisory committees of educators and other stakeholders**. These committees should be tasked with advising on, monitoring, and assessing the planned changes to the system as part of the transformation plan. Again, jurisdictions should investigate how best to engage such stakeholder advisory committees by examining successful models and research on their impact.

It may also be advisable in many jurisdictions to create an ongoing **external Advisory Council** on the implementation of the transformation plan. These councils can include prominent leaders and partners from other sectors as well as local and other experts to encourage public interest and support. These advisory councils should have the capacity to conduct assessments of different aspects or implementation of the transformation processes. The mandates of such advisory councils could focus on the underlying infrastructure of school systems such as finance, diversifying and developing the workforce and intersectoral coordination where the influence of their members could be invaluable in addressing factors and conditions external to the school system. These should include issues such as regional or population-based disparities<sup>78</sup>.

Once the purposes of their school systems have been re-balanced, an education commission has completed its work and external advisory councils have been and stakeholder committees tasked with supporting different aspects of the transformation, jurisdictions should ensure that their **monitoring, reporting, and evaluation activities are directly linked to improvement planning and allocations of resources within MREI systems based**

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<sup>77</sup> A 2017 [review of American education commissions](#) (with a Canadian example) has identified the tendency of many such inquiries “to envision a system out of sync with public expectations or societal needs” as an understandable phenomenon given that they are usually created to address the real or perceived inadequacies of the status quo. The same review underlines the need to understand the social, economic and political context of each commission. Countries should identify commissions that have had a significant impact on their or similar countries. For example, the US 1983 commission report, [A Nation at Risk](#), had a huge impact on American education., the [1950 Planning Commission](#) of India led to the creation of most of that country’s education infrastructure and [several commissions in Kenya](#) have led education reform. However, the Kenya and other commissions have often been criticized and ineffective. An early [\(1987\) review of education commissions](#) in the US found that they were often long in duration, general in their recommendations, paid little attention to implementation and were largely ineffective. It is clear, however, from this brief discussion that such commissions should be established, structured and perceived to be above the interests and immediate concerns of the governments that create them. (They are often designated as “royal” or as created by the head of state to denote this significance and independence. Given this mixed history found in this brief look and the obvious need that transforming schools should be preceded in each jurisdiction by an independent investigation and report, it is suggested here that UN agencies and organizations collaborate to develop evidence-based and practical guidance on the formation and operation of education commissions for countries to use as they begin the transformation of their school systems.

<sup>78</sup> The Education Commission, chaired by the UN Special Envoy for Global Education and led by several world leaders, is an example of an Advisory Council with an ongoing role in transforming education. The EC activities report for 2016-2021 has described the impact on these external economic, social and cross-sectoral factors that can support or limit school system-based reforms.

**on implementation science**<sup>79</sup>. The over-arching goals of promoting inclusion and equity should be the basis of these MREI systems. The multi-sector, multi-intervention frameworks noted earlier in this statement are the best way to address the many barriers to inclusion and equity as well as ensure intersectoral coordination. Consequently, the use of such frameworks should be monitored as a key part of national and sub-national MREI systems.

The difficulties experienced in global monitoring of the achievement of Goal 4 of the 2030 UN goals and in the UNESCO tracking policies on other global goals of peace, human rights and cooperation established in 1974 are reflected in many countries<sup>80</sup>. A simplified methodology, like the desktop creation of country profiles used in the [UNESCO PEER policy database](#) and in other reports<sup>81</sup> could be considered as a way to create comprehensive lists of country documents which could be updated and analyzed globally and within countries every 4-5 years<sup>82</sup>.

More attention, comparative research and practical knowledge development are needed to construct MREI systems that truly monitor the broad purposes of education. These MREI systems must be tied to continuous improvement and resource allocation decisions. The challenges encountered in the monitoring of Goal 4 must be overcome by simple, sustainable ways to share data and reports globally as well as across sectors and ministries within countries.

The most fundamental element of any public service system is the financing provided to it. The urgency of increased levels, equity and efficiencies in financing cannot be overstated. The transforming of education financing include support for school-based and school-linked programs and services within other ministries of government. Examples include, health ministries investing in school nursing and vaccinations, social protection ministries in school social work, public safety, law and justice ministries in school resource officers and security/civil protection workers and more. This would increase the “ownership” of other ministries as well as address the normal and inevitable inter-ministry competition for funds rather than education appealing to finance ministries for special consideration<sup>83</sup>.

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<sup>79</sup> There are an increasing number of resources available to guide jurisdictions in the monitoring, reporting, evaluating and improving (MREI) processes. The [Centre for Implementation](#) offers many, covering aspects such as implementation, spread and scale, addressing complexity and required staff competencies. These and other resources are based on evidence-based implementation frameworks ([Birken et al, 2017](#)) Several UN agencies and global organizations have discussing specific tools and strategies in a [series of webinars](#) on [MREI systems](#). They include topics such as school improvement programs, administrative data systems (EMIS), school accreditation, joint sector reviews and more.

<sup>80</sup> The [Technical Coordinating Group](#) monitoring the achievement has reported on [the challenges of collecting reliable data](#) to monitor the achievement of the targets in Goal 4. The UNESCO survey and consultation on international cooperation, human rights and peace education, which is done every four years, was [modified to collect the needed data](#) but less than half of UNESCO member states were able to return the survey. (The [survey and underlying indicators are being revised](#)). In the meantime, the process planned for Goal 4 has devolved to regional collections and analysis of participation/graduation rates and literacy, numeracy scores.

<sup>81</sup> WHO (2021) [Rapid assessment of national school health programmes in countries of the WHO SE Asia A summary](#), WHO SEARO

<sup>82</sup> There are existing examples of such lists that are relatively simple to create and maintain. These lists may be easier to use for global monitoring that requires lengthy surveys which countries are asked to complete and place a burden on respondents. [Planiopolis](#) is sponsored by UNESCO, CDC in the US sponsors the maintenance of a policy/curriculum database on several topics related to [Health & Well-being](#), and the [Institute for Health Metrics and Evaluation](#) maintains a list of data sources, policies and secondary analyses by country.

<sup>83</sup> This cross-ministry financing strategy is highlighted as the first strategy for mobilizing funding for school-based and school-linked programs in a recent report Education Commission & Dubai Cares (2022) [Rewiring Education for People & the Planet](#), New York, NY, Authors, p 61



The other elements of school and other systems need to be reviewed and addressed in any coherent<sup>84, 85, 86</sup> systemic<sup>87, 88, 89, 90, 91</sup>, and sustainable change strategy<sup>92, 93, 94</sup>. The accompanying [summary list of the elements](#) to be considered provides the evidence and rationale for each as well as their potential relationships to each other. We provide a brief overview and list here:

- a shared vision,
- mission statements and mandates for education, other ministries and their agencies or professionals,
- whole of government action plans, protocols, and governance mechanisms
- inter-ministry agreements, directives & supports for inclusive, equitable, holistic and whole child education strategies,
- student competency frameworks,
- national & sub-national curriculum frameworks listing core, required subjects and electives,
- policies and procedures on student assessment, placement, and alternative pathways to graduation,
- adapted instruction and supports for disabled, disadvantaged, minority, displaced and isolated students and communities,
- a defined minimum set and requirements for comprehensive school-based & school-linked, coordinated student services for
  - guidance & counselling,
  - psychological & mental health,
  - immigrant and refugee students,
  - health promotion and primary health care,
  - child protection,
  - poverty mitigation
  - school food services (cafeterias and canteens) and food procurement policies

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<sup>84</sup> Fullan M, Quinn J (2016) [Coherence: The Right Drivers in Action for Schools, Districts, and Systems](#), Hawker Brownlow Education

<sup>85</sup> Jenny Perlman Robinson, Rebecca Winthrop, and Eileen McGivney (2018) [Millions learning: Scaling up quality education in developing countries](#), Brookings Institution

<sup>86</sup>  
<sup>87</sup> Sarason SB (1990) [The Predictable Failure of Educational Reform: Can We Change Course before It's Too Late?](#) Jossey-Bass, San Francisco, USA

<sup>88</sup> Fuller B; Kim H (2022) [Systems thinking to transform schools: identifying levers that lift educational quality](#), Brookings (USA). Center for Universal Education

<sup>89</sup> Ndaruhutse S, Jones C, Riggall A (2019) [Why systems thinking is important for the education sector](#), Education Development Trust (UK)

<sup>90</sup> Scheetz M, Senge P (2016) [Systemic Change and Equity](#) in Sheryl Petty, Susan Shaffer & Maria Pacheco (eds) [Equity-Centered Capacity Building: Essential Approaches for Excellence & Sustainable School System Transformation](#), Equity-Centered Capacity Building Network (ECCBN & The Education Trust).

<sup>91</sup> Anderson BL (1993) [The Stages of Systemic Change](#), ASCD, Alexandria, VA

<sup>92</sup> Ralaingita W, Marsden E (2022) [How to create sustainable change: The path to improved teaching and learning](#), Education for All Blog, November 15, 2022, Global Partnership for Education (presents a multi-dimensional sustainability model for literacy and numeracy from the Gates Foundation initiative [Science of Learning](#))

<sup>93</sup> Ali Yaghi (2019) [To create systems change in education, shift away from a 'project mentality'](#), Education Plus Development Blog, August 18, 2019, Brookings Institution

<sup>94</sup> Mireille Post-Hubers (2020) [Paving the way for sustainable educational change: Reconceptualizing what it means to make educational changes that last](#), Teaching and Teacher Education 93(1):103083, DOI: 10.1016/j.tate.2020.103083

- o delinquency/crime prevention,
  - o public security
  - o personal safety,
- standards for the construction, maintenance, accessibility, environmental sustainability of schools, facilities and student transportation systems,
- clearly defined governance structures promoting local, community and professional autonomy within national or sub-national requirements,
- minimum qualifications for teachers, school leaders, counsellors, psychologists and others,
- accreditation requirements for education faculties,
- basic and categorical funding directives,
- workforce development plans for all categories of personnel, guidelines
- policies on parental involvement and rights,
- policies and programs on student rights, conduct, engagement, and participation in decision-making,
- policies, programs and management practices to encourage teacher and school leadership

#### An Invitation and Commitment

This statement has been prepared to offer advice to local jurisdictions and global organizations who are rebuilding, renewing, and transforming school systems. Our hope is that this advice encourages a clear focus on the whole child, a balanced set of educational purposes, partnerships with other sectors and careful consideration of the processes as well as the intended and unintended impact of the envisioned changes. In schools, the selected processes of learning always have an impact. In school systems, the selected processes for change will have an equivalent and equally significant impact.

The organizations that have developed this joint statement stand ready to facilitate and encourage their members involvement in local change and improvement efforts. Our first step will be to disseminate the ideas in this statement as widely as possible and invite others to endorse, comment and add their voice to these ideas and insights. We hope that the next step will be to encourage and assist school systems to chart their own course, hopefully with this advice from educators being useful and timely to them.

#### End Notes