

A Crowd-Sourced Policy-Curriculum Document Database and Analysis: Concept Note

The analysis of intended outputs from national policies, curricula and other official government documents is a vital part of locally led and globally published research and reports in education. This page describes a GNDE-led initiative that will use crowd-sourcing to construct a global database on country and state/provincial documents and then encourage local researchers to conduct analyses/studies within their respective jurisdictions or with other jurisdictions.

A standardized method for listing and reviewing policy, curriculum and program documents can be used **by local researchers within jurisdictions** to publish reports and encourage information exchange and cross-sector discussion within the education sector and with other ministries and agencies. Several UN agencies are encouraging such locally led research and analysis. *(Note: The [UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development](#) adopted in 2023 is a model policy-program framework for Member States. It calls for stakeholders (p18, s69) to participate in review processes and produce reports and other materials. As well, the [Guidance document](#) (p.6) recommending follow-up actions by countries to the [UN Transformation Education Summit](#) suggests that local researchers be encouraged to do local, specific studies supporting system changes.)*

GNDE is asking national associations of deans of education to identify faculty members or institutions who could take the lead in their country, state or province in creating a list of policy, curriculum or guidance documents on their respective education and other ministry web sites. This would be done using “web crawler” tools to create site maps and a standardized [template identifying and categorizing](#) important themes and topics.

Using that template and their own local research and other reference sources, local researchers will be able to analyze the relevance, intended outcomes described in the documents they deem to be of most interest to them.

In time, the database could become useful for transnational and global studies. Many studies are done on specific topics. Having a database of documents could help these projects get off to a faster start. The data base could also be helpful to UNESCO in monitoring country policies related to its policy/program framework, [Recommendation on Education for Peace, Human Rights and Sustainable Development](#) which will be reported on every four years.

To get the process started, GBDE will be writing to national and state deans associations asking them to name a faculty member or institution to take the lead in their jurisdiction. (There are likely several local experts already engaged in the study of policies and programs in their jurisdiction who could be invited to attend a web meeting to discuss this initiative.

That meeting will examine the proposed activities for this GNDE initiative, starting with the outline describing the categories and types of documents to be listed. (see below).

The next step will be in conjunction with the [GNDE First International Symposium](#) being held in Innsbruck 2-4 September, 2024, where the activities and tools for the initiative will be finalized. National, state and provincial deans associations are asked to consider this event for this initiative and for the overall development of GNDE.

For more information, contact Doug McCall, GNDE Coordinator at: coordinator@educastion-deans.org

Draft Template for Identifying and Categorizing Policy, Curriculum, Guidance Documents

(See the complete [draft template applied to Manitoba Canada](#) here)

The topics selected for this column are drawn from several key sources, including:

- The [UNESCO Recommendation on Education for Peace, Human Rights and Sustainable Development](#) (2023) which provides policy-program framework for countries on education and systems monitoring
- the UN Secretary-General [Vision Statement](#) and follow-up [Guidance Note](#) from the UN [Transforming Education Summit](#) (2022)
- the [UNESCO Commission on the Futures of Education](#) (2021)
- the [OECD Declaration](#) on Equitable Societies & Education (2022)
- the Education Commission/EDC/ Dubai Foundation report on [Rewiring Education](#) (2022)
- the [System Elements](#) & [Transformation Steps](#) (2023) from the [Joint Educator Statement](#) on Rebuilding, Renewing & Transforming Education Systems (2022)
- the [FRESH Framework](#) published by a coalition of UN agencies, donors and CSOs includes a set of [core indicators](#) (2014) and [thematic indicators](#) (2014) as well as its revised and expanded list of [cross cutting themes](#) (2020)
- the UNICEF-ISHN-SFU [Survey of Country Policies & Programs](#) (2019)
- the [FRESH Partners Working Group on Inclusion](#) (In Progress) studying comprehensive [intersectoral frameworks](#) (2021) such as [Multi-Component Approaches \(MCAs\)](#) and [Multi-Intervention Programs \(MIPs\)](#)

The topics and documents would be organized around several themes. They include:

- Context: Understanding & being relevant to the local needs, conditions, legal requirements, anticipating change, SWOT analysis
- Fit for Purposes: Defining Whole of Government (WoG), Ministry of Education (MOE) & Other Ministry visions, missions, and mandates
- Governance, Mission, Mandates, Structures and Administration
- Goals for/Functions of School Systems
 - o Centered on Learning (Learning to Learn)
 - o Health, Safety, Custody, Care, Preventing/Managing Problems (Learning to Be)
 - o Socialization & Personal/Social Responsibility (Learning to Live Together)
 - o Vocation and Employment (Learning to Do)
- Selection, Accreditation, Social Placement & Progress (Pathways to Graduation, Work, Training & Lifelong Learning)
- Stability & Change in Large, Complex & Open Systems
 - o Continuous Improvement, Implementing & Sustaining Programs, Building Organizational Capacities
 - o Understanding & Applying Systems Science/Actions and Organizational Development
- Rebuilding, Renewing & Transforming Systems
 - o Rebuilding After Covid, Pandemic Preparedness, Preventing Infectious Diseases
 - o Renewing commitments to Inclusion, Equity and SDG Goal 4
 - o Transforming School & Other Systems
- Monitoring, Reporting, Evaluating & Improving Policies & Programs
- Empowered, Accountable, Effective Employees
- Documents identified from Assorted Reports, Analyses on the country from secondary sources and online searches

There will be several of the 40+ topics under each of these themes. Ministry documents will likely fit within more than one category. Here is an example from our prototype/sample application to one jurisdiction (Manitoba Canada).

Topic: Education Ministry Policy, curriculum, web pages and other documents on the Goals of Education (Overviews)

- The [Manitoba's K to 12 Education Action Plan](#) (updated in 2023) will guide the work of Manitoba Education and Early Childhood Learning, in partnership with education sector partners, over the next five years toward our vision that all Manitoba students succeed no matter where they live, their background, or their individual circumstances. The plan is built around four pillars,(which are described in more detail in this list.) the pillars are:
 - [High-Quality Learning](#)
 - [Student Engagement and Well-Being](#)
 - [Excellence in Teaching and Leadership](#)
 - [Responsive Systems](#)

Topic: Inter-Ministry or Whole of Government [Declarations](#), [Policies](#), [Action Plans](#) on [Inter-sector Coordination on the Overall Development and Education of Children and Adolescents](#),

- Manitoba has described its whole child, developmental approach to the overall development of children and adolescents:

[Healthy Child Manitoba](#) (nd) *

- o [Healthy Child Committee of Cabinet](#) (nd) *
- o [The Healthy Child Manitoba Act](#) (2007)
- o [Early Childhood Development](#) (nd) *
- o [Middle Childhood \(Ages 6-12\)](#) (nd)
- o [Adolescence/Youth \(Ages 13-18\)](#) (nd) *

Topic: [Guidance on Integrated, Interdisciplinary learning across subjects](#)

- Manitoba has published a [theory-based and practice-focused guidance document](#) on how curriculum content can be integrated within, between and beyond across various subjects or courses of study

Topic: Inter-Ministry [Declarations](#), [Policies](#), [Action Plans](#) on [Multi-Component Approaches \(MCAs\)](#) or [Multi-Intervention Programs \(MIPs\)](#), [National/State Action Plans](#) on [Healthy Schools](#), [Safe Schools](#), [Child Friendly Schools](#), [Students with Disabilities](#), [Food & Nutrition](#), [Indigenous Students](#), [etc.](#)

- The following Multi-Component Approaches are being used or described in Manitoba guidance documents:
 - [Supporting inclusive schools: a handbook for resource teachers in Manitoba schools](#) (2014) DL
 - [What is Comprehensive School Health?](#) (nd) *
 - [Healthy Schools](#) (nd) *
 - [Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging](#) (2017) DL
 - o [Safe Schools Regulation, M.R. 77/2005, The Education Administration Act.](#) (2005) DL
 - [Student Services](#) (Inclusive Schools) (nd) *
 - [MOE-MCF Letter to CEOs of Child and Family Services Authorities and Superintendents, School Divisions and Districts](#) (2020) (DL)

- [Starting Early, Starting Strong: Manitoba's Early Childhood Development Framework](#) (2013)
- [Starting Early, Starting Strong: Manitoba's Five-Year Plan for Early Childhood Development](#) (2015)
- [Pathways to a Better Future: Manitoba's Poverty Reduction Strategy](#) (2014)
- [Guide for Sustainable Schools in Manitoba](#) (2014)

The following Multi-Intervention Programs are being used or promoted in Manitoba:

- [Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community](#) (2008)
- [Guidelines for Early Childhood Transition to School for Children with Special Needs](#) (2000)
- [Information Sharing Protocol Under the Youth Criminal Justice Act](#) (2004)
- [Companion Guide for the Information Sharing Protocol Under the Youth Criminal Justice Act](#) (2004)
- [Starting Early, Starting Strong: A Guide for Play-Based Early Learning in Manitoba Birth to Six](#) (2015)
- [Children's disABILITY Services: Family Supports for Children with Disabilities](#) (nd) *