South Africa - Jurisdiction Documents Related to Education Systems & Change

Several UN and global agencies and organizations[1,2,3,4] have called for educator analysis and participation in system change in recently published statements, reports and calls for the rebuilding, renewal, and transformation of school and other systems. The Global Network of Deans of Education (GNDE) is working to respond to these invitations by mobilizing education faculties to list and analyze the policies, curricula and other guidance documents published by their respective jurisdictions. This outline lists documents and web pages from **South Africa**.

These lists of documents are being prepared by designated or volunteer faculty members or institutions on behalf of their respective Education Deans associations. The analysis of these documents will provide several opportunities for local researchers, practitioners, and officials to develop insights and questions for their jurisdictions as to the coherence and relevance of their policies, curricula, and guidance documents in maintaining and reforming their school and other systems. Using document analysis methodologies, local investigators will be able to assess the stated intentions or described actions or procedures on large and small topics such as:

- If and how well has the jurisdiction committed to building and maintaining an inclusive and equitable school system?
- The number and intended nature of inter-ministry partnerships on specific topics, across different sectors or on the overall development and education of children and adolescents.
- If and how well the jurisdiction has designed education and curricula promoting health & life skills/well-being (or other subjects)?
- If and how well the jurisdiction is planning to rebuild after Covid 19 pandemic and prepare for the next outbreak of infectious diseases?
- If the jurisdiction has used an external inquiry or Education Commission to transform the system, how well does the planned or completed work of that Commission compare to the evidence and experiences from other commissions?
- Has the jurisdiction developed long-term work force development plans for the different categories of personnel employed by the education and other ministries and agencies? If so, how well to those plans measure up to the research evidence and experience about initial education and continuous development policies and programs?

There are many other topics and research questions for investigation that can be pursued in local investigations, trans-national or global comparisons. We hope these listings of national and state documents help you in your work.

If you, or your colleagues are interested in participating in this initiative which has enormous potential to not only influence and inform policy & program development in your jurisdiction but also offer a resource for trans-national and global comparative research projects. Please contact Doug McCall at: coordinator@education-deans.org

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[1] The UNESCO Recommendation (policy-program framework) (p18, s69) calls for stakeholders to participate in review processes and produce reports and other materials.
[2] The UN Guidance Note on Follow-up to the Transforming Education Summit (p6) suggests that "the promotion of research by national researchers, local stakeholders and school personnel; making locally relevant research more accessible; summarizing global evidence into syntheses adapted to the national and local contexts and that follow-up must ensure the ownership of local actors (p2).
[3] The UNESCO report on the Futures of Education has encouraged participatory processes in co-creating knowledge and research that includes locally developed papers and analyses
[4] The UN Secretary-General has called on educators and experts to work with the UN Coordinating Committees in the Vision Statement (p7) on education reform.

An Outline to List and Categorize Policy, Curriculum, Guidance and Other Documents & Web Pages

This outline has been developed to organize and list the policy, curriculum and other documents and web pages providing guidance to schools. It is organized around several themes. Each of the themes has several topics (Column One) developed from sources such as the 2023 UNESCO Recommendation (policy-program framework) and the follow up to the UN Transforming Education Summit. The documents are to be listed in Column Two. The third column includes potential research questions and investigations that can be done through content analysis. The themes are:

- 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

*** PLEASE note that many documents (or parts of them) will apply to different parts of this outline. Please list them in those sections of the outline.

Codes for identifying documents and web pages providing guidance, policies or procedures

The following codes are used to identify the items listed in the outline:

- Web links will be placed behind the title of the document or web page to highlight their content.
- Published documents will include dates of the publication.
- Web pages (WP) will be listed by the title of the page and the date on which the page was identified/reviewed.

Identifying when the work on the jurisdiction began and who is working on the list of documents for that jurisdiction

Each listing will state the starting date of the collection and/or when the list was last reviewed in its entirety.

The list of documents and web pages was started or reviewed in its entirety (rather than just adding new items) in month: year

Identify the individuals, institutions or organizations who are working on preparing this list of documents and web pages

Name/Institution/Organization	Email/contact information

Contacts and Partners in this Jurisdiction who can be a source for more information in the process of identifying items (Potential and Confirmed)

Name/Organization	Confirmed or contacted when?	Email / Contact Information
Mr. Bheki Mpanza - National EMIS Officer		mpanza.b@dbe.gov.za
Ayesha Suleman – EMIS Director		suleman.a@dbe.gov.za
● Nardos Bekele-Thomas, Resident Coordinator, UN South Africa (now CEO of African Union Development Agency – NEPAD		
Dr Nick Taylor CEO NEEDU		taylor.n@dbe.gov.za
Kim Draper Researcher NEEDU		draper.k@dbe.gov.za

Topics & Sources	**Policy, Curriculum, Other Documents, & Web Pages providing Directives, Structures, Funding or Guidance**	**Potential Research Questions/Investigatioos Using Documents/Content Analysis**
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 excerpts from these sources are used below to form a coherent set of indicators for high quality school systems and the processes needed to sustain, rebuild, renew and transform them. We have used the UNESCO Recommendation Education for Peace, Human Rights and Sustainable Development, a policy-program framework adopted by all UNESCO Member States in 2023 as the lead source for this document. However, all other sources used herein provide similar and equally authoritative advice and guidance.	This column provides a set of categories within which the jurisdiction documents can be listed with their web links used to highlight the title. Our experience suggests that it will take a few days to extract the titles of policy, curriculum, guidance, and web pages from the education ministry web site as well as related sections of other ministry web sites or jointly published or government sponsored web sites. We suggest that this categorized list of documents be maintained by a lead author, organization or education faculty on behalf of the education Deans association. We suggest that this list be updated once every four years, in conjunction with the UNESCO reporting cycle from countries To facilitate the analysis of the documents, then date of the document being published (or the date when the web page was viewed) should be included whenever possible. The document and web pages (WPs) listed below can also be noted as Policy (P), Curriculum (C), Administrative (A), Legislative or Regulatory (L) or Budgetary (B) in nature. Obviously, the analysis of documents cannot determine if or when the stated objectives or required/ recommended actions or procedures have been followed or have had the intended effect. However, they can be analyzed to determine if their intentions are coherent, if they are aligned with other documents published or used by the jurisdiction and if they are consistent with published research or reports on practice in other jurisdictions. One salient characteristic that can also be drawn from the documents are the initial published date and continued use of their contents. Generally, we suggest that most significant changes to education and other systems take 5 to 10 years to be implemented. Another indicator is if the policy, curriculum change, budget or changes to administrative structures have been continued after at least one election or cycle in the national/state governance process.	This column includes several potential research questions and analyses which can investigate the coherence, relevance and internal consistency of stated objectives and/or the required or recommended actions described in the policy, curriculum or guidance documents of the jurisdiction. These general potential research questions and analyses are listed in the right-hand column These investigations can be derived from the key source materials cited in the left-hand column and/or developed from comparisons with published research or other sources/reports on the topics. Researchers, practitioners, officials and policymakers are encouraged to develop their own questions in their investigations of the documents published by their own jurisdiction or in comparing those documents with others from other countries or states. *Note: Various definitions from a Wikipedia style web site (www.schools-for-all.org) have been used in some cases to point to some readily available criteria for assess the documents.)* *Note: Comments and discussion using the "review/comments" feature of Word based more specific topics or questions could be added to a later version of this outline to suggest more detailed examinations of the documents or the key sources.* .

Context: Understanding & being relevant to the local needs, conditions, legal requirements, anticipating change, understanding strengths, weaknesses, opportunities & threats		● Almost all of the authoritative sources used in this document have been prepared with the premise that effective and sustainable school systems can be build using universal principles and practices which are adapted at the local level. This document suggests that locally developed solutions are equally important. Consequently, we begin with this section asking if education ministry documents have been built on local cultural, economic, social and political conditions and considerations.
Mapping Key Stakeholders and Web Sites *From the UNESCO Recommendation* - *(p3, Preamble) Further recognizing that States should create caring and inclusive learning conditions, free from all forms of violence, for ail actors and communities, by engaging ail relevant stakeholders within society in education, including local and regional authorities, educational institutions, civil society organizations, the private sector, independent national human rights institutions, the media, as well as ail children, young people and adults, and their family members in meaningful and effective participation,* - *(p4, s4) Also recommends that Member States bring the Recommendation to the attention of those responsible for formal, non-formal and informal education from early childhood care and education, through primary and secondary schools to higher education, technical and vocational education and training, teacher training, adult education, and life-long learning as well as all key stakeholders carrying out educational work among children, young people and adults, and other interested parties;*	***Web Sites & Descriptions of Stakeholders & Other Ministries*** *Ministries and Agencies of Government* ● First Ministers Office/Agency for Inter-Ministry Coordination ● Education Ministry https://www.education.gov.za/ ● Post-Secondary Education Ministry ● Ministry for Families, Children or Youth ● Ministry of Health ● Ministry of Social Services/Social Protection ● Ministry of Agriculture ● Ministry of Economic Development, Employment ● Ministry of Justice ● Ministry of Sport, Recreation ● Ministry of Cultures and Immigration	● Based on an overall review of the published documents found in the jurisdiction, is there a strong indication or tradition that policy, curriculum, guidance and other documents are published in consultation with a wide variety of stakeholders? According to the credits noted in the documents, are several education employee groups usually consulted? Are other ministries involved in the publications/ web pages relevant to their shared mandates with schools? Are consultations with students, parents, non-governmental and private sector organizations referenced in the documents?

	● Indigenous Reconciliation ● Ministry, Agency for Women, Gender Equity _Inter-Governmental Mechanisms (National-Sub-National, Regional, Global Networks, Bi-Lateral)_ _UN & Global Initiatives Active in the Jurisdiction_ _Educator/Employee Organizations_ _Parent, Student Organizations (Active at the national or state level)_ _National or State/Provincial Observatories, Databases, Centres_ _NGOs, Donors and Other Professions (Active in the Jurisdiction)_ _Other Related Web Sites & Organizations_	
Understanding the Context _From the [UNESCO Recommendation](#)_ - _(p4, s3) recommends that Member States apply the provisions of this Recommendation by taking appropriate steps, including whatever legislative or other measures may be required, in conformity with the constitutional practice and governing structures of each State, to give effect within their jurisdictions to the principles of the Recommendation;_	_Policy, curriculum, web pages and other documents, excerpts or Links to descriptions, books, statements, events, reflecting or reacting to culture, history, climate, economic, geographical, environmental, cultural- national and educational resources of the country or state_	● Has the jurisdiction been designated or self-described as a Low, medium, High Resource or Conflict-Affected Country UN agencies? ● If so, has/is the jurisdiction working with other similar countries in various knowledge exchange or advocacy activities related to that designation?

From the UN Secretary-General Vision Statement - *(p2) A truly transformative education should build on what communities, families, parents, and* *children treasure most, and respond to local, national, and global needs, cultures, and capacities. It should promote the holistic development of all learners throughout their lives, supporting them to realize their aspirations and to contribute their families, communities, and societies.* *From the FRESH Cross-Cutting Themes Indicators* - *(p2, pp 9-16) Theme 2: Building a Shared Vision Across the Sectors Working With & Within Schools* *- Addressing the needs of the whole child* *- Supporting all children & youth, especially the disadvantaged or vulnerable* *- Promoting gender equity and diversity* *- Respecting ethnic, cultural, racial diversity* *- Engaging & empowering young people* *- Informing, involving, educating & supporting parents* *- Involving and supporting community participation & ownership* *From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *The key elements of school and other system operations that should be modified and aligned coherently to ensure a student centered, whole child approach promoting inclusion and equity include:* *2. Identifying, agreeing upon, addressing, grounding the school system in the cultural, economic, social, political, contextual foundations of society.* -		

Focus Resources on Documented Student & Community Needs as Priorities
 	
From the [FRESH Framework](#)
- *(Introduction) FRESH, an intersectoral framework and global partnership for promoting the educational success, health, and development of school-age children and adolescents through schools, was launched in 2000 by four UN agencies. Since its launch, these four UN agencies have been joined by several other Un agencies, global non-governmental organizations, networks and donors. The original acronym, FRESH, made it clear that it is critically important that countries, agencies and schools focus their resources clearly on the basic, urgent or important needs of their students, building from the strengths of their communities and using the FRESH pillars as an infrastructure for all frameworks using the school as a hub to select and deliver effective and sustainable programs within the approaches and strategies deemed to be more relevant to their local situation.*
 	
From the [FRESH Cross-Cutting Themes Indicators](#)
- *(p2, pp5-9) Theme 1: Understanding the Context to Focus Resources on Priority Needs includes:*
  - Doing a situation analysis
  - Using an evidence-based, experience-tested situation analysis tool
  - Collecting, using data from regular, reliable surveys
  -Using national self-assessment tools to understand system capacity
  - Identifying and describing a limited number of national priorities
  - Focusing resources on these priorities
  - Learning from comparisons with similar countries
 	
From the **[UNICEF-ISHN-SFU Country Survey](#)**
- *Survey question #50 – does MOE use a formal situation assessment tool?*
	Policy, curriculum, web pages and other documents that identify, refer to or discuss any stated priorities for the overall development or education of children and youth	● Does the jurisdiction have a set of stated priorities for the overall development, including the education, of children and adolescents?
		
		● Is that statement of priorities posted on several ministry web sites as part of their respective ministry plans and priorities?

- *Survey question #73 – has the MOE & other ministries endorsed UN Standing Committee on Nutrition? (ask about the list in the UNESCO Recommendation e.g. indigenous rights, human rights child protection*		
<u>UN & Other Legal Frameworks and Action Plans</u> *From the [UNESCO Recommendation](#)* ● *(p1, p3, Preamble) The UNESCO policy-program framework suggests that national, state and provincial school and other systems should be "mindful" of the obligations derived from several international treaties, agreements, declarations and action plans adopted by the UN General Assembly and other UN agencies. The UN Recommendation (page 3) lists some UN declarations and General Assembly resolutions. The UN Recommendation (policy-program framework (page 1) lists these international treaties. (1) Charter of the United Nations, (2) Constitution of UNESCO, (3) Universal Declaration of Human Rights, (4) Convention on the Status of Refugees, (5) International Covenant on Civil and Political Rights, (6) International Covenant on Economic, Social and Cultural Rights, (7) International Convention on the Elimination of All Forms of Racial Discrimination, (8) International Convention on the Elimination of All Forms of Discrimination against Women, (9) Convention on the Rights of the Child, (10) Convention against Discrimination in Education, (11) Geneva Conventions of 1949 and their Additional Protocols, (12) Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, (13) Convention on the Rights of Persons with Disabilities, (14) United Nations Declaration on Human Rights Education and Training,(15) United Nations Declaration on the Rights of*	*<u>Policy, curriculum, web pages and other documents that identify, refer to or discuss any key international legal frameworks that may significantly affect school and other systems</u>* *<u>Policy, curriculum, web pages and other documents that identify, refer to or discuss any key UN action plans or global or regional strategies that may significantly affect school and other systems</u>*	● Local researchers could assess the recognition/impact of UN treaties and action plans or the impact of similar national/state laws or action plans on the broad social, economic goals of the jurisdiction. (Note: There may not be explicit or specific references to international treaties in the jurisdictions documents, but their content or coincidental dates of publication may provide indications that the international goals are being pursued by the jurisdiction.)

Indigenous Peoples (16) United Nations Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms *The list below includes other recent or enduring UN action plans or initiatives including (1) National Commitments following the UN Transforming Education Summit (2022) See the* [UN Guidance Note](#) *and* [Country Dashboard](#), *(2) Voluntary Commitments related to* [SDG 4 (education)](#) *and* [other SDGs](#) *including the* [Incheon Declaration and Framework for Action](#), *(3)* [Article 6 on Education of the United Nations Framework Convention on Climate Change](#) *(UNFCCC), (4) the* [Berlin Declaration on Education for Sustainable Development](#) *(2022), (5)* [UN Resolution 2601](#), *adopted in 2021, facilitating the continuation of education in armed conflict, including the efforts of Member States that have endorsed the* [UN Safe Schools Declaration](#) *(6) Political Declaration of the United Nations General Assembly High-level Meeting on* [Prevention & Control of Non-Communicable Diseases](#) *(2011), (7) Political Declaration of the United Nations General Assembly High-level Meeting on* [Pandemic Prevention, Preparedness and Response](#) *(2023)*		
<u>Local Laws and Regulations</u> - *National, state and provincial school and other systems should also be "mindful" of their responsibilities under national, state or provincial laws. These include:* ● *The Education Act* ● *Legislation protecting the rights, safety and security of children and youth*	*<u>Policy, web pages and other documents that identify, refer to or discuss any key laws or regulations in the jurisdiction that have, should or will affect the school and other systems delivery of education and services</u>.* *<u>Policy, web pages and other documents that identify, refer to or discuss any national/state/provincial action plans (not from education) in the jurisdiction that have, should or will affect the school and other systems delivery of education and services.</u>*	● Are the local laws and regulations aligned with, competing or different from any international treaty or action plan being pursued by the jurisdiction?

● *School-related aspects and applications of legislation and regulations on families* ● *School-related aspects and applications of legislation and regulations on public health, public safety & security, the environment, municipal zoning, human rights, accessibility for disabled people, employee rights, and others*		
Future Trends and Issues (SWOT analysis) *From the UNESCO Commission report on the Futures of Education* - *(pages 8-14) The report identified and discussed several threats that can be addressed by a new social contract for education. These included widening social and economic inequality, climate change, biodiversity loss, resource use that exceeds planetary boundaries, democratic backsliding, disruptive technological automation, and violence/conflicts.* *From the UN Secretary-General Vision Statement* - *(p1) The crisis in education, however, runs much deeper and goes beyond the challenge of equity and equality. Study after study, poll after poll, draw the same conclusion: education systems are no longer fit for purpose. Young people and adults alike report that education does not equip themwith the knowledge, experience, skills, or values needed to thrive in a rapidly changing world. Learning continues to underplay skills, including problem solving, critical thinking and empathy. Employers complain of a major skills mismatch while many adults are left with little or no access to affordable training and re-skilling opportunities. Teachers are often poorly trained, undervalued, and underpaid, and are held back by outdated roles, methods, and tools of instruction. Parents and families decry the value or lack of return on the investments they make in education and their children.*	*Policy, web pages and other documents that identify and discuss how global and local trends and events (climate change, technology, social forces, economic shifts etc.) will affect the lives of young people in the future.* *Policy, web pages and other documents that identify and discuss internal weaknesses and strengths within the school and other systems that need to be transformed.*	● Has the jurisdiction recently conducted a SWOT analysis that can help the school system prepare for the future? Is that SWOT analysis similar or different from the global analyses cited in this document? ● Has this SWOT analysis been cited in relevant policy, budgetary, structural changes and planning documents?

The COVID-19 pandemic both exacerbated and illuminated this crisis. It resulted in dramatic learning losses and widespread cuts to education budgets, dealing a hammer blow to securing access to quality education for all by 2030 - the central promise of Sustainable Development Goal 4. Today, millions of learners are denied their fundamental right to quality education, and societies are left ill-prepared to overcome intersecting crises that threaten our collective future – climate disruption, poverty, increasing inequality, cultural and political polarization, lack of trust, and conflict. All of this can, and must change. Our first task is swift and targeted action to recover the learning losses inflicted by the pandemic, particularly on marginalized groups. As we do this, however, there can be no going back to the education models of the past. We must reimagine education systems and raise the status of education. We must ensure that learning empowers individuals and societies to both reshape the present and lead us to a more just, sustainable, resilient, and peaceful future. *Note: The [vision statement](#) (p1) prepared for the Transforming Education Summit as well as the [UNESCO Recommendation](#) (p3) (policy-program framework) identified similar threats including threats to health and well-being as well as a failure to redress inequities and prepare students for a changing world.*		
Fit for Purposes: Defining Whole of Government (WoG), Ministry of Education, and other Ministry visions, missions, and mandates.		
Requirements, Recommendations to Coordinate Across Ministries, Government (Whole of Government or Inter-ministry policies, plans, or strategies) *From the [UNESCO Recommendation](#)*	*Inter-Ministry or Whole of Government [Declarations](#), Policies, Action Plans on Inter-sector Coordination on **Different Aspects or Issues** that impede or promote the Development and Education of Children and Adolescents,*	● Has the jurisdiction defined and promoted a WofG approach or on aspects such as the whole child, every child, school as a hub for inter-ministry coordination, etc.?

- *(p17, s 66b) Member States should adopt a whole-of-society approach by using or establishing multi-stakeholder mechanisms.* *From follow-up Guidance Note from the UN Transforming Education Summit* - *(p2) Strategic Principles: a) Galvanize a whole-of-government and whole-of-society approach. The transformation of education engages not only the actors directly responsible for the organization and delivery of education, such as the ministry of education, schools, universities, technical and vocational colleges, and community learning centres. It requires commitment of students, families, communities, industries and various government sectors beyond education. Education also needs to adapt to the evolving social and economic realities and the transition to green, digital and care economies. The follow-up process, therefore, needs to be guided by a whole-of-government and whole-of-society approach, through systematic inter-sectoral coordination and collaboration.* *From the Education Commission/EDC/Dubai Foundation report on Rewiring Education (2022)* - *Executive Summary: This report is a call to action to work across sectors, levels, and stakeholders to transform education together with a wider development transformation. Amid competing priorities and limited resources, we need to stop thinking in silos and recognize the powerful benefits of linking education investments to investments in other sectors. This transformation can only happen if we make a deliberate and concerted effort to stop talking about education alone. Driving and sustaining collaborative action requires new incentive structures.* *To that end, we recommend that governments, in partnership with international and local actors:* *- Embed education in all relevant sections of*	*Inter-Ministry or Whole of Government Declarations, Policies, Action Plans on Inter-sector Coordination on the* **Overall Development and Education** *of Children and Adolescents,* **(Whole Child, Every Child Approaches)** ● National Planning Commission (2014) National Development Plan 2030: Our Future-make it work, Pretoria, Republic of South Africa (Chapter Nine: Improving education, training and innovation (pp 294-328) ● Taking forward South Africa's National Development Plan 2030 (2020) *Including Policies, structures, procedures and other inter-ministry efforts to align and coordinate MCA and MIP frameworks* ● United Nations Common Country Analysis of South Africa (2022)	● Has the jurisdiction described, recommended or aspired to any of these good practices that build a whole of government (WofG) approach?

national development plans and other sector strategies, complemented by integrated strategic planning and mutual accountability frameworks that can align incentives and actions of leaders at all levels.

- Similarly ensure that education is considered as a concrete solution in global action toward the SDGs. Embrace multisectoral financing approaches and tailor financing strategies to differentiated needs and contexts, recognizing that countries can benefit from a variety of financial tools and vehicles for mobilizing grants, loans, and private and philanthropic investment.

- Develop delivery-focused implementation approaches, underpinned by strong data systems, to help connect actions within and across line ministries for achieving the goals of development and sector plans.

- Harness, build on, and bring together existing platforms for collaboration, such as RewirEd, to expand coalitions of diverse stakeholders, specifically targeting actors outside of education for joint action on transformation in education as well as other SDGs.

From the OECD Declaration on Equitable Societies & Education

- WE CALL on the OECD to support countries to: Develop a whole-child/person and whole-of-society approach to reimagine education that is fit for the future.

From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)

● *The key elements of school and other system operations that should be modified and aligned coherently to ensure a student centered, whole child approach promoting inclusion and equity include:*

1. Developing, implementing & maintaining a shared whole of government (a) vision, (b) policy and (c) multi-year action plan/strategy for all concerned with the education and overall development of young people (whole child, every child)		

Using, Requiring Intersectoral Policy-Program Coordination Frameworks
 	
From the FRESH Partners Working Group on Inclusion studying comprehensive intersectoral frameworks
 	
● *… in preparation for a submission to the UN Transforming Education Summit, FRESH partners identified a list of over 40 Intersectoral Policy-Program Coordination Frameworks (IPPFCs) which promote the inclusion and equity goals of SDG 4 (education). These include broad Multi-Component Approaches (MCAs) partnering education with other sectors such as health (Health Promoting Schools), environment (Education for Sustainable Development) and early childhood education (Global Partnership on ECE). As well, within and sometimes independent of these sector-wide approaches, Multi-Intervention Programs (MIPs) are developed and implemented in response to specific issues and needs. Examples of these include topics such as bullying, substance abuse and many more,*
 	
(Note: in this outline, the MCAs and MIPs are positioned within the broad education goals/functions od learning to learn, to be, to live together and to do)
 	
From the FRESH Core Indicators
- *(Introduction) The goal of the FRESH Framework and Partnership is to ensure that children are*
	*Inter-Ministry Declarations, Policies, Action Plans on Inter-sector Coordination on **Multi-Component Approaches (MCAs)** (e.g. health, safety, etc.) or **Multi-Intervention Programs (MIPS)** such as bullying, dropouts, racism etc.) .*
	
	<u>Multi-Component Approaches (MCAs)</u>
	
	● Health Promotion (in SA schools) web page
	    o Several MIPs are listed on this page, including the ISH Program and the CSTL program
	● Integrated School Health Programme (ISHP) part of HP web page c
	
	    ▪ Integrated School Health Policy (2012)
	    ▪ Frequently Asked Questions on ISHP
	    ▪ Information for learners
	    ▪ Information for Parents, Guardians and Caregivers
	● Safety in schools (web page) c
	    o School Safety Framework
	    o Bullying at School
	    o Cyber Bullying pamphlet
	    o Gender Based Violence
	    o Homophobic Bullying in Schools
	    o Management of Violence in Schools
	    o Safety in Education Partnership
		● Has the jurisdiction stated that individual interventions (specific policies, instruction, support services, etc) on issues be coordinated to maximize their effectiveness?
		
		● Has the jurisdiction described, recommended or aspired to any of these capacity-building strategies to strengthen the existing multi-component approaches and multi-intervention programs?
		
		● Local analyses could be done of the relevance, intended outcomes and internal coherence of various WoG, inter-ministry protocols and action plans. *(This would not assess the implementation or impact of the documents but would still provide insights into their use.)*
		
		Note: GNDE is developing a list of good practices in WoG approaches. As well, these definitions of national policies, standards, strategies, consensus statements/ declarations/guidance documents, action plans and inter-ministry coordination (committees, agreements etc.,) can help to assess the coherence of these documents).

healthy so that they can learn and are able to acquire healthy behaviors is essential for an effective education system.
- *(p7) The FRESH Framework is comprehensive, overarching framework for promoting educational success, health and development through schools which can be used to align other well-known school frameworks such as Health-Promoting Schools, Child-Friendly Schools, or school health and nutrition. For developing effective school health programs. FRESH recommends the four following components (program pillars) to be addressed in all schools:*
1. Equitable school health policies
2. Safe learning environment
3. Skills-based health education.
4. School-based health and nutrition services.
- *(p10) There are two Core Indicators per FRESH pillar. For each pillar, there is a National-Level Core Indicator and a School-Level Core Indicator. National-Level Core Indicators assess the existence and quality of national-level policies, standards and guidance to support the implementation of each FRESH pillar. School-Level Core Indicators assess the level to which elements of each FRESH pillar are implemented in schools.*

○ Safety in Education pledge
○ Scholar Patrol
○ Speak Out! Youth Report Sexual Abuse
○ Stop Rape Booklet

● Care and Support for Teaching and Learning (CSTL) Programme (services component)
   ○ Identifying and supporting learners at risk of Depression and Suicide
   ○ CSTL Handbook for the provision of an integrated package of care and support for learners in South African schools
   ○ Hospices Directory
   ○ Identifying and supporting learners who are vulnerable
   ○ National Support Pack

● HIV and AIDS Life Skills Education Programme, Includes TB (education component)
   ○ A message to educators on tuberculosis
   ○ A message to learners on tuberculosis
   ○ A message to parents on tuberculosis
   ○ Common symptoms of TB in children
   ○ DBE Integrated Strategy on HIV, STIs and TB 2012-2016: Full
   ○ DBE Integrated Strategy on HIV, STIs and TB 2012-2016: Summary
   ○ Field Guide to HIV & STIs
   ○ Field Guide to TB
   ○ Policy on HIV, STIs and TB for Learners, Educators, School Support Staff and Officials in all Primary and Secondary Schools in Basic Education Sector
   ○ Poster: Educators' delivery of the Life Orientation programme

- Accelerated Schools Infrastructure Delivery Initiative (Physical Environment Component
  - Accelerated Schools Infrastructure Delivery Initiative (Summary)
  - ASIDI Disbursement, Professional, Management Fee procedure
  - Eastern Cape Comprehensive plans
  - The ASIDI Master list
  - The ASIDI Process flow

Multi-Intervention Programs (MIPs)

- National School Nutrition Programme (web page)
  - NSNP Annual Report 2013/14 (earlier reports are available)
  - Food Preparation (2021 Menus, Equipment/Utensils Guidelines, Food Preparation Rules, Recipe Book with Traditional Foods)
  - Food Production (Horticulture Manual for Schools (School Gardens), Know how to grow your own vegetables, What's bugging your plants?)
  - Health & Food Safety (Five keys to safe food, Gas safety, Healthy lifestyles, Healthy lunchbox ideas for children, How to wash your hands, Listeriosis: Facts and safety tips, Safety Directory, Stop harmful germs!)
  - Other Documents (2017 National Nutrition Week Report, 2017 World School Milk Day Report, 2018/19 NSNP Best Schools and District Awards, Food Specification Guidelines for products marketed to the NSNP, Guidelines for Tuck Shop Operators, NSNP Guide for secondary schools, NSNP

Implementation Index poster, The best of the NSNP – best practices)
- o Reports (NSNP Report on the Implementation Evaluation, NSNP Summary Report, Management Responses and Improvement Plan, Status of NSNP Compliant Protein Processors)

- National School Deworming Programme (web page)
  - o A message to educators on deworming of learners
  - o Fact Sheet on Soil-Transmitted Helminth Infections
  - o FAQs on deworming
  - o School Deworming Summary sheet
  - o Information for learners: Deworm and kill the bug!

- Alcohol and Drug Use Prevention and Management Programme
  - o A message to educators on alcohol and drug use
  - o A message to learners on alcohol and drug use
  - o A message to parents on alcohol and drug use
  - o Guide to drug testing in South African schools
  - o National strategy for the prevention and management of alcohol and drug use

- Sanitation Appropriate for Education (SAFE) Initiative
  - o Millions raised for school sanitation, 15 August 2018

	○ Paying a dividend of democracy through education infrastructure ○ Speech by President of South Africa, Mr Cyril Ramaphosa ○ Speech by Minister of Basic Education, Mrs Angie Motshekga ○ Presentation: Addressing the Sanitation Challenge ● Peer Education Programme ● Gender based Violence Prevention ○ Educators Speak out against child abuse ○ I am my sister/brother's keeper: GEM/BEM Club Guide ○ Learners Speak out against child abuse ○ Opening our eyes - Manual for Educators ○ Parents Speak out against child abuse ○ Prevent Violence in Schools Manual – Facilitators ○ Prevent Violence in Schools Manual - Learner guide ○ Protocol for the management and reporting of Sexual Abuse and Harassment in Schools ○ Protocol to Deal with Incidences of Corporal Punishments in Schools ○ Speak Out! Youth report sexual abuse South African Schools Choral Eisteddfod (National Culture, Reconciliation)	

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Whole of Government Structures and Mechanisms *From the UNESCO Recommendation (p8-9, s10)* - *10. Member States and stakeholders should implement laws, policies & strategies … through a whole-institution and whole-of-society approach. These include (a) adopting all necessary measures to ensure…that due attention and resources are granted … not only in emergency and crises-affected situations but also where clear inequalities exist… (b) create context-specific, evidence-based laws, policies and strategies… utilizing the full potential of interdisciplinary, multidisciplinary, transdisciplinary and intersectoral approaches… (c) support flexible pathways of learning (formal and non-formal) that… through the adoption, recognition, validation and accreditation of qualifications and prior formal or non- formal learning across borders… (d) address all biases and inequalities and contribute to the prevention of all forms of discrimination…notably in societies suffering from occupation or armed conflict… (e) strengthen school systems' ability to promote physical and mental health and well-being … through the provision of school health services, school meals and education for health and well-being … (f) support capacity building for teaching personnel, in order to improve their professional, pedagogical and didactical development, as well as their ability to lead and participate in research.* *From the FRESH Cross-Cutting Themes Indicators* - *(p3, pp 16-23) Theme 3: Aligning Sectoral Policies and Promoting Intersectoral Coordination:* *- Child-youth and school-related policies and programs are grounded within and aligned across core programs in several ministries* - *Policies committing to and requiring inter-ministry, inter-agency and inter-professional cooperation* *- Structures, organizational practices, multi-level*	*Copies and descriptions of inter-governmental protocols, funding arrangements, service agreements and federal-provincial/state or inter-provincial organizations and mechanisms on MCAs or MIPs (or other topics, policies and programs)* *Copies of Inter-Ministry Protocols or Coordinated Services Agreements* *Copies and descriptions of inter-governmental protocols, funding arrangements, service agreements and federal-provincial/state or inter-provincial or regional (international) organizations and mechanisms on MCAs or MIPs*	● Local analyses could be done of the relevance, intended outcomes and internal coherence of various inter-ministry or inter-governmental (bi-lateral, regional or national-sub-national) protocols and action plans. *Note: GNDE is developing a list of good practices in WoG approaches. As well, these definitions of national policies, standards, strategies, consensus statements/ declarations/guidance documents, action plans and inter-ministry coordination (committees, agreements etc.,) can help to assess the coherence of these documents).* ● Do the existing inter-ministry partnerships and agreements have the various capacities sufficient to achieve their stated goals? ● Which whole of government mechanisms are being used to coordinate and align the existing intersectoral partnership that are using the school as a hub to deliver programs and services?

policies committing to intra-ministry coordination at multiple levels within systems *- Explicit support and actions to strengthen and maintain the core infrastructure required to deliver all multi-component approaches (overarching policy, instruction & informal education, delivery of support services, inclusive social environment, safe, healthy physical environment & resources* *- Explicit selection and alignment of multi-component approaches used in various sectors (healthy schools, safe schools, inclusive schools, community schools, social & emotional learning etc.)* *- Explicit development and maintenance of multi-intervention programs on broad educational, health and social issues (active schools, nutrition friendly schools, girl-friendly schools etc.)* *- Establish formal mechanisms (protocols, committees, assigned staff) to coordinate multi-component approaches and multi-intervention programs* *- Promote and support informal mechanisms (joint professional development, consensus statements, participation in broad coalitions, inter-agency newsletters, etc.) to encourage informal cooperation across ministries, agencies and professions* *From the FRESH Core Indicators* *- (p7) Equitable School Health Policies National- and local (school)-level school health policies are necessary to promote effective school health programming. School-level health-related policies are most effective when supported by a national-level policy framework that articulates expectations for schools across the country.* *From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)*		

- *The key elements of school and other system operations that should be modified and aligned coherently to ensure a student centered, whole child approach promoting inclusion and equity include:* *15. Formal (a) inter-ministry agreements, (b) inter-ministry coordinators, and (c) inter-ministry mechanisms to support coordination should be part of a variety of (d) whole of government strategies, structures and approaches. (e) Joint sector plans, and (f) joint sector reviews are ways that such partnerships and frameworks can be implemented, monitored and sustained.* - *19. Providing (a) basic financing is sufficient to meet defined minimum system goals and objectives, aligning (b) categorical funding streams appropriately, requiring (c) transparent, ethical financial and management practices, and ensuring that (d) project/innovation funding is linked directly to established jurisdiction priorities or system capacity-building. Facilitating joint annual and long-term (e) inter-ministry program budgeting beyond specific projects is essential to transformation.* *From the* **UNICEF-ISHN-SFU Country Survey** - *Survey Question #18 (inter-ministry coordination mechanism?)* - *Survey Question #19 (inter-ministry agreements)* - *Survey Question #22 is there a coordination mechanism to align MCAs and MIPs?* - *Survey question #23 is there an MIP on school food & nutrition?* - *Survey Question #24 which elements in the SFN MIP?* - *Survey Question 25which ministries contribute to the national action plan on SFN?* - *Survey question #26 which Un agencies are contributing to SFN action plan?* - *Survey question #53 – doe the MCAs and MIPs have a budget line in the annual MOE and other ministry budgets? - which ones, which other ministries?*		

- *Survey question #54 – have roles of other ministries, agencies, professionals, clinics been defined in the MCAs* - *Survey question #55 – which ministries which roles, which MCAs* - *Survey question #59 – are inter ministry coordinators designated in the different MCAs* - *Survey question #60 – are there active interministry committees on the MCAs?* - *Survey question # 61 – are there active coalitions on the MCAs ?* - *Survey question #63 – are joint sector reviews used to increase shared accountability?* - *Survey question #68 – have the inter-ministry partnerships been assessed for their reciprocity, stability, negotiated qualities? resources, roles etc.* - *Survey question #69 – are partnerships been assessed for their strategic qualities (profiles, risks, benefits, funding accrued, etc.)* - *Survey question #70 – are inter-ministry partnerships kept relevant by annual action plans, review of roles, issues timing of announcements etc* - *Survey question #72 – is there a statement on the transition to a systems science/org development paradigm?* - *Survey question #74 – which of several systems change strategies are being used to implement the MCAs? (joint budgeting, joint web sites, etc.)*		
Education Ministry Mission, Mandates, Goals, Learning Objectives etc		
Education Ministry Mission and Mandates *From the* [UNESCO Recommendation](#) - *(p15, s49) Primary and secondary education Quality, inclusive, equitable, and relevant primary and secondary education are central to equip learners with the key knowledge, skills and values, to develop as individuals. Education should promote children's well-being, joy and health. This*	*Education Ministry Policy, curriculum, web pages and other documents on the Mission, Mandates of Education Ministries* *Copies of Education Ministry Sector Plans (Annual or multi-year)*	- Are the vision, mission, mandate and goals statements of the jurisdiction similar or different than those cited in this document? If so, what are the broad implications of those differences or similarities?

means that the relevance of learning and learner retention require as much attention as educational access in order to ensure that all learners complete schooling with the competencies required to lead active, healthy, sustainable and productive lives as autonomous and democratic adults. - *(p15, s50) All learners should be empowered through comprehensive sexuality education that is non-discriminatory, evidence-based, scientifically accurate, relevant to cultural contexts, and age-appropriate. This focuses on building the knowledge of reproductive health and infection prevention, as well as the cognitive, social and emotional, and behavioural skills for healthy, respectful and equitable relationships.* - *(p15, s51).Member States should make clear commitments to provide infrastructural and other forms of professional and technical support such as access to all-day schooling through synergies between the formal and non-formal education actors, guidance and counselling to help learners achieve learning outcomes and ensure continuity of learning in case of need, as well as bridging opportunities in circumstances of adversity or where other supports are needed so that learners are not excluded or left behind from educational opportunities and are given chances to keep advancing in their training.* *From **Systems Elements** (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *1 (d) vision and (e) mission for education ministries (often described in a multi-year (f) Education Sector Plan/Action Plan with stated priorities)*	● National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 (2012) ● Action Plan to 2019 Towards the Realisation of Schooling 2030 (2015) ● Action Plan to 2024. Towards the realisation of Schooling 2030 (2020)	
From the UNESCO Recommendation - *(p7-8, s8) The UNESCO policy-program framework suggests Guiding Principles stating that (a)*	*Education Ministry Policy, curriculum, web pages and other documents on the Goals of Education (Overviews)*	

education is a public and common good…. (b) should be directed to promoting and protecting human rights… (c) ensure non-discrimination, inclusion and equity… (d) promote an ethic of care and solidarity…(e) promote gender equality… (f) encourages knowledge of their history, traditions, language and culture without infringing on human rights…(g) ensure that the safety, health and well-being of all learners and personnel… (h) recognize education and learning as a continuous, lifelong, life-encompassing, holistic, humanistic and transformative process… (i) recognize that that all learners create and co-create knowledge… (j) ensure freedom of thought, conscience, belief, religion expression and opinion while prohibiting any advocacy of hatred… (k) individuals to engage in solving problems at community, local, national, regional and global levels notably through the use of current and future technologies… (l) enable an international and global perspective… (m) promote intercultural and intergenerational dialogue… (n) cultivate an ethic of global citizenship and shared responsibility for peace, human rights and sustainable development…
 	
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From the OECD Declaration on Equitable Societies & Education
- *WE CALL on the OECD, through the EDPC, and in collaboration with other relevant OECD committees to support countries to:*
   ●Create and realise a bolder vision on how to leverage spaces, time, technology and human resources to provide more effective and inclusive learning opportunities, based on sound evidence.
   ●Give learners a voice in what they learn, how they learn, where they learn and when they learn.
   ●Develop a whole-child/person and whole-of-society approach to reimagine education that is fit for the future.
   ●Enable educational institutions to fulfil their role in support of the cognitive, social and emotional
	● National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12 (2012)
	● Action Plan to 2019 Towards the Realisation of Schooling 2030 (2015)
	● Action Plan to 2024. Towards the realisation of Schooling 2030 (2020)	

development of learners. *●Develop effective strategies to promote gender equality and support vulnerable groups in education, including persons with disabilities.* *●Design innovative learning environments and pedagogies based on sound evidence that leverage the science of learning and the potential of digital technologies and promote a responsible use of these tools.* *●Foster open educational resources and strengthen interoperability of digital solutions in ways that reconcile ethics, personal rights and privacy with the value of big data and analytics in the field of education.*		
From the UNESCO Recommendation - *(p4, s1) "Education" is an inalienable human right. This is a lifelong and society-wide process, through which everyone learns, and develops to their fullest potential, the whole of their personality, sense of dignity, talents and mental and physical abilities, within and for the benefit of local, national, regional and global communities, and ecosystems;* *From the UNESCO Commission on the Futures of Education* - *Assuring the right to quality education throughout life. The right to education, as established in Article 26 of the Universal Declaration of Human Rights, must continue to be the foundation of the new social contract for education and must be expanded to include the right to quality education throughout life.*	*Education ministry documents, web pages stating that education is a human right and that all children have the right (and/or obligation) to attend school to a designated age.*	
From the UNESCO Recommendation *(p3, Preamble) Acknowledging the responsibility of States to respect, protect, and promote the right of ail persons education, and ensure that it is of quality and inclusive, accessible and equitable for everyone*	*Education ministry documents, web pages stating that inclusion and equity are the overarching goals of the school system.*	

considering that education contributes to thé realization of ail other rights,

From the follow-up Guidance Note from the UN Transforming Education Summit (2022)
- *(p2) Strategic Principles: b) Focus on addressing inequalities and disparities The inequalities of educational opportunities according to income, location, gender and race, are still flagrant, including in developed countries, reinforcing privilege and further entrenching exclusion and poverty. Leaving no one behind is the central, transformative promise of the 2030 Agenda for Sustainable Development and its Goals.*

From the UNESCO Recommendation
- *(p8, s7) This Recommendation applies a lifelong, equitable and inclusive perspective and, as such, covers educational activities:(a) for ail people;(b) delivered in ail contexts and in formal, non-formal and informal settings;(e) using different modalities and pedagogies; and(d) at ail levels, of ail types and provisions, including through multi-stakeholder and other partnerships.*

*From **Systems Elements** (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)*
- *6. Promoting systems excellence that prioritizes and monitors inclusion and equity so that every child can succeed and that equitable results for marginalized children are central to the mission of schools.*

*From the **UNICEF-ISHN-SFU Country Survey***
- *Survey Question #6,(policy, declaration on inclusion & equity #8 what it covers*

	__Documents, web pages from the education ministry on a holistic approach addressing the needs of the whole child over the life course.__	

From the UN Secretary-General Vision Statement
- *A truly transformative education should build on what communities, families, parents, and children treasure most, and respond to local, national, and global needs, cultures, and capacities. It should promote the holistic development of all learners throughout their lives, supporting them to realize their aspirations and to contribute their families, communities, and societies. To achieve this, transformative education must support learners in the following four key areas.*
  - *Learn to learn: This calls for equipping every learner with the ability to read and write, to identify, understand, and communicate clearly and effectively. It will help every learner to acquire and*
- *develop numeracy, digital, and scientific skills. It should also instill the curiosity, the creativity,*
- *and the capacity for critical thinking and to nurture social and emotional skills, empathy, and kindness.*
  - *Learn to live together: In a world of rising tensions, fraying trust and existential environmental crises, education must help us not only to live better with each other, but also with nature.*
  - *Learn to do: The world of work is undergoing fundamental change. Technological advances are creating new jobs and making others obsolete. The green, digital and care economy transitions hold enormous potential to align economic activity with social and environmental outcomes. Education holds the key to ensuring that workers are prepared for this future. It must allow people of all ages to learn to do, with a focus skilling, reskilling, and upskilling.*
  Learn to be: This implies the deepest purpose of education, which is to instill in learners the values and capacities to lead a meaningful life, to enjoy that life, and to live it fully and well. In part, it is a biproduct of learning to learn, to live together, and to do. Learning to be requires developing every
	Education Ministry policy, curriculum, web pages and other documents on Offering a Holistic Education, Balance among the 4/5 Goals/Functions of Schooling	

student's potential for creativity and innovation; their capacity to enjoy and to express themselves through the arts; their awareness of history and the diversity of cultures; and their disposition for leading a healthy life, to practice physical activities, games, and sports. This cannot be achieved by chance; it requires an evolution in curricula and mindsets, so that building the capacity to develop our individual and social identities is not a mere add-on, but an integral component of 21st century education. *From the OECD Declaration on Equitable Societies & Education* - *WE CALL on the OECD to support countries to:* *- Enable educational institutions to fulfil their role in support of the cognitive, social and emotional development of learners.* *From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *7. Maintaining a balance among the core purposes/functions of schooling (Learning to be, to do, to live together, to learn over the life course).*		
From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems) - *1. ….as well as ensuring that the (g) core missions of non-education ministries have defined and are funding school-based or school-linked programs and (h) annual action plans tied to their core mandates for health promotion, public safety, social & child protection, environmental protection and others.*	*Other ministry policy, curriculum, web pages and other guidance documents on addressing the needs of the whole child over the life course.* *School-Related Documents from Other Ministries: Statements, Policies, Action Plans on how their ministry or agencies will work with schools, students or educators (e,g. Community policing or crime prevention and schools, health promotion and settings including schools, anti-poverty and child protection and schools, community economic development/youth employment and schools, agricultural production/diversification and school feeding, etc.)*	

	Other Ministry policy, curriculum, web pages and other guidance documents on Declarations, Multi-Component Approaches (MCAs) or Multi-Intervention Programs (MIPs), National/State Action Plans on Healthy Schools, Safe Schools, Child Friendly Schools etc.	
From the FRESH Cross-Cutting Themes Indicators - *(p3, pp 45-52) Theme 6: Integrating/ mainstreaming health & social within education systems core mandates, concerns and constraints:* *- Negotiating strategic, reciprocal, explicit and transparent partnerships* *- Identified and visible benefits to students or school effectiveness* *- Commitment from education ministries and local education authorities to designate staff and resources to facilitate school-focused partnerships and initiatives* *- Commitments from health, social protection, child protection, municipal, police/law enforcement, security/civil protection, agriculture, environmental and other ministries and agencies to provide staffing and funding for school-based and school-linked programs* *- In-depth understanding and support to address educator concerns, work-related constraints, beliefs, norms*	*Other ministry National/State Declarations, Policies and Action Plans on mandates, roles of student support services required of their ministry and local agencies in working with education systems and schools.*	
	Services from other Ministries for Alternative Schools & Individual Education Programs	
	Policies, practices, procedures, guidance on integrating health, safety, equity and social programs within the core mandates, concerns and constraints of school systems	

Governance, Mission, Mandates, Structures and Administration of Education Ministry & System	*Governance, Mission, Mandates, Structures within or of Education System, References to governing structures, authorities/ responsibilities, and degree of centralization/ decentralization*	
From the UNESCO Recommendation) - *(p15, s44) To release the full and transformative potential of education, the guiding principles of this Recommendation should be embedded at all levels of education.* *Early childhood care and education (ECCE)* - *(p15, s45) Member States should consider early childhood care and education as a component of the right to education and children's rights. ECCE is a key stage in formal and non-formal educational planning and programming that should enhance the well-being, learning and development of young children. ECCE must promote equal opportunities for all (including children with specific educational needs) by meeting the children's need for care and play and giving them a strong foundation for development and lifelong learning and for fostering the knowledge, skills, and values needed to achieve the aims of this Recommendation.* - *(p15, s46) This will require, among other things, investing in the high professionalization of ECCE personnel, which includes the provision of ongoing support through specific pre- and in-service training programmes and ensuring decent working conditions and careers.* - *(p15, s47) Fundamental attitudes are often formed in the first years and foundational learning should therefore integrate global citizenship, peace and human rights. ECCE should be designed and organized as a social environment having its own character and value, in which various situations, including through play and story-telling, will enable children to become aware of their rights, to assert themselves freely*	*Mission & Mandates of Levels of Schooling (Early childhood education, primary, secondary schools, colleges and universities*	

while also learning about duties and responsibilities, and to improve and extend through direct experience their emotional and spiritual awareness and sense of belonging to increasingly larger communities, starting from family and school. - *(p15, s48) Parents, families and caregivers should be valued and supported, including through evidence-based and inclusive parenting support programmes and educational opportunities that help establish enabling environments in households and communities.* *Primary and secondary education* - *(p15, s49) Quality, inclusive, equitable, and relevant primary and secondary education are central to equip learners with the key knowledge, skills and values, to develop as individuals. Education should promote children's well-being, joy and health. This means that the relevance of learning and learner retention require as much attention as educational access in order to ensure that all learners complete schooling with the competencies required to lead active, healthy, sustainable and productive lives as autonomous and democratic adults.* - *(p15, s50) All learners should be empowered through comprehensive sexuality education that is non-discriminatory, evidence-based, scientifically accurate, relevant to cultural contexts, and age-appropriate. This focuses on building the knowledge of reproductive health and infection prevention, as well as the cognitive, social and emotional, and behavioural skills for healthy, respectful and equitable relationships.* - *(p15, s51) Member States should make clear commitments to provide infrastructural and other forms of professional and technical support such as access to all-day schooling through synergies between the formal and non-formal education actors, guidance and counselling to help learners achieve learning outcomes and ensure continuity of learning in case of need, as well as bridging*		

opportunities in circumstances of adversity or where other supports are needed so that learners are not excluded or left behind from educational opportunities and are given chances to keep advancing in their training.		
Higher education and research		
- *(p16, s52) Higher education institutions (HEIs) and research are instrumental in the development and pursuit of knowledge, scientific advancement and the transfer of knowledge and as such contribute to the aims of this Recommendation.*		
- *(p16, s53) Higher education institutions (HEIs) and research are instrumental in the development and pursuit of knowledge, scientific advancement and the transfer of knowledge and as such contribute to the aims of this Recommendation.*		
- *(p16, s54) Without impinging on the principles of academic freedom, and institutional autonomy, and while promoting academic integrity, HEIs and research institutions should help find innovative solutions to local and global challenges and bring about changes in individuals and systems that contribute to the aims of this Recommendation. This includes encouraging HEIs to ensure an inclusive learning environment, to help create and disseminate scientific, technological and innovative knowledge in education and in communities, and co-create inter- and transdisciplinary knowledge together with stakeholders and foster dialogue.*		
- *(p16, s55) Member States and HEIs should foster quality assurance in education and research to ensure inclusive and equitable higher education design, operations, expectations and resource investments.*		
- *(p16, s56) Member States and HEIs should implement procedures for the recognition of foreign qualifications inspired by the relevant UNESCO Conventions. Multilateral networks between HEIs should be strengthened by*		

facilitating the physical and virtual mobility of students, researchers and educators, and by supporting student and faculty exchanges and programmes aimed at international cooperation in all forms, as well as facilitating the inclusion of refugees and displaced students, teaching and research staff. - *(p16, s57) Research, including in public-private, innovation-related partnerships, should be guided by ethical principles, including those of research integrity, and consider its impact on sustainability. Research funding mechanisms should be transparent and also follow ethical principles.* - *(p16, s58) Open science policies and open educational resources are essential to foster equitable dissemination of knowledge and reflect the diversity of communities and practices that advance ethical, inclusive and equitable research*		
From the [UNESCO Recommendation](#) - *(p9, s 16) While individuals and bodies are free to establish and direct educational institutions, Member States should ensure that these institutions conform to minimum standards as laid down or approved by the State, in compliance with their international commitments and the public responsibility for education* *From* **[Systems Elements](#)** *(derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *20. Enabling and regulating (a) local education authorities to collect taxes or (b) local schools to collect fees for education from their citizens in addition to those collected by national and sub-national governments is another aspect of financing that is often done in decentralized countries or those with a history of private, religious, or community-based schooling. Providing*	*Roles of Local and Regional Authorities, including governance, staffing, funding, taxation, and fees policies* - ____	

and regulating (c) supplementary or alternatives to public funding to private, religious, or other alternative schools is another variation of this education financing policy. - *21. Granting or recognizing (a) decentralized governance or varying (b) degrees of autonomy to their respective local school systems for minority, indigenous and other specific communities.*		
From the <u>*UNESCO Recommendation*</u> - *(p13, s41b) Member States are encouraged to take action to achieve this, including by: (b) supporting the full, equal, equitable and meaningful participation of all children, young people and adults in teaching and learning programmes, educational administration and policy-making and decision-making activities. This includes promoting democratic learning environments that give voice to, and encourage contributions of parents and learners in the co-creation of safe spaces that model the principles of this Recommendation, giving special attention to those who have traditionally been excluded as members of vulnerable or disadvantaged groups including due to their gender, indigeneity, disability, minority status, refugee, migrant or displaced person status or as affected by occupation or crises* *From the* <u>*FRESH Cross-Cutting Themes Indicators*</u> - *(p2, p 12) Theme 2e: - Engaging & empowering young people : The right to participate is one of the guiding principles of the Convention of the Rights of the Child. Article 12 of the Convention states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard – within the family, the school or the community. Child participation means that children have opportunities to be engaged in their learning and school/community activities as well as be*	*<u>National/State Declarations, Policies, Action plans on Student, Youth Engagement, or Involvement in School/system Decision-making</u>*	

empowered to express their views, influence decision-making and achieve change. It must be integral to every activity, from planning to implementing to evaluating activities at local school, agency/district and national level and be practiced by all stakeholders (teachers, health care providers, social workers, aid workers, parents and community members and others). Therefore, mechanisms and processes should be established to consult children and youth and actively support youth representatives in adult-led committees and consultations. Further child participation must be addressed in every training and orientation to foster their empowerment and engagement. When children are actively engaged and participate in activities, they also acquire the knowledge, and develop the attitudes, values and skills needed to adopt healthy lifestyles and become more active citizens. Inter-active teaching and learning strategies, classroom management techniques, child/youth clubs, youth leadership and peer helper and adult mentoring programs, informal drop-in centres and spaces can engage students. Consultations with student governments, child suggestion boxes or online tools, student/youth surveys, designated youth representation on adult consultation groups can empower students to express their views and concerns and ensure that they are considered.		
From the FRESH Cross-Cutting Themes Indicators - *(p2, p 13) Theme 2f: - Informing, involving, educating & supporting parents: informing, involving, educating & supporting parents should be an essential part of all school-based and school-linked programs and approaches. Local agencies and schools should be required, encouraged or supported to foster parent participation at the local level through individual reports to parents about their student's behaviours,*	*National/State Declarations, Policies, Action plans on Parent Involvement in Child's Education and Parent Involvement in School/system Decision-making*	

use of take-home learning activities, newsletters and school meetings, specific activities to engage and support hard-to-reach parents or vulnerable families, consultations with parent representatives, surveys of parents, school-linked parent activities such as cooking clubs and school-linked early identification and referral procedures and support for at-risk families.		
From the [*UNESCO Commission on the Futures of Education*](#) - *(p13) A New Social Contract: As a social project, education involves many different actors in its governance and stewardship. Diverse voices and perspectives need to be integrated in policies and decision-making processes. The current trend towards greater and more diversified non-state involvement in education policy, provision and monitoring is an expression of an increasing demand for voice, transparency, and accountability in education as a public matter. The involvement of teachers, youth movements, community-based groups, trusts, non-governmental organizations, enterprises, professional associations, philanthropists, religious institutions, and social movements can strengthen equity, quality and relevance of education. Non-state actors play important roles in ensuring the right to education when safeguarding the principles of non-discrimination, equality of opportunity, and social justice.* *From the* [*FRESH Cross-Cutting Themes Indicators*](#) - *(p2, p 13) Theme 2g: - Involving and supporting community participation & ownership: Community ownership & involvement is achieved through effective community mobilization strategies and strong partnerships between relevant stakeholders, which engender a sense of collaboration, commitment and communal ownership, build*	*National/State Declarations, Policies, Action plans on Community Involvement* *Consultations with Community and Community Agencies* *Use of School Facilities by External Organizations*	

public awareness and strengthen demand for effective programs. The community includes the private sector; women's, men's, and youth groups; school management committees; parent-teacher associations; local health care providers; village and religious leaders; and any community group interested in improving the lives and futures of children in the community. These partnerships work together to make schools more accessible, equitable, healthier, safer, and more child-friendly by jointly identifying learning problems, health, safety and social issues relevant to the students and parents of in the school and then designing and managing activities to address them. Effective partnerships between the school system and community have the power to improve the effectiveness, relevance and sustainability of a school health program. *Actions to promote community ownership can include:* *- supporting the participation of a wide variety of community-based, self-help and voluntary organizations concerned in policy and program development, implementation and assessment.* *- including representation on advisory committees,* - *creating advisory councils of community elders and leaders,* *- assigning community leaders and program staff to deliver informal student learning and teacher development activities,* *- delegated assignment of program responsibilities and inter-organizational consultations.* *- Community involvement activities can include* - *school participation in community awareness and prevention programs, school support in recruiting youth to join community-based programs, providing or negotiating the use of school facilities and other actions*		
Goals for/Functions of School Systems *From the [UNESCO Recommendation](#)*	*Frameworks, Statements, Goals, Priorities for the Education System*	

- *(p10,s19) Curriculum and pedagogy: Member States should ensure that educational activities serving the aims of this Recommendation on education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development are coordinated and form a coherent whole within curricula for different levels and types of education, knowledge, disciplines, learning and training.* - *(p10, s20) Member States should support the development of contextualized curricula, for all subjects and topics, elaborated in an inclusive manner, that connects with the concerns and issues that learners face in their daily lives, as well as with diverse knowledge systems. The objective is to empower learners to apply their knowledge and skills, when responding to these issues in ways that actively support and advance the aims and guiding principles of this Recommendation.* - *(p10, s21) Education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development should be provided to all learners, teachers, education personnel and educational communities, and contribute to universal values, the prevention of human rights' and fundamental freedoms' violations and abuses, promote a universal culture of peace, as well as enable every person to exercise their own rights and to promote the rights of others and participate democratically in the cultural and social life of their educational institutions, community and public affairs.* - *(p11, s28) To release the full potential of education directed towards the aims of this Recommendation, affordable, inclusive, sustainable, non-discriminatory, age-appropriate and context-specific approaches that promote gender equality are needed for all learners. Research-based learning, appropriate pedagogies and innovative approaches including active and*	_MOE Mission, Mandates, Declarations, Action Plans on education goals and concerns, including equity, inclusion, whole child approach, breadth of learning opportunities, etc._	

collaborative pedagogical approaches should be utilized to integrate the cognitive, social, emotional and behavioural components into education for sustainable development. - *(p12, s37) Member States should invest in and facilitate the maintenance and renewal of devices and connectivity infrastructure as well as the production, adaptation, re-use, dissemination and sharing of up-to-date materials and high-quality digital resources to ensure that they are accessible for learners of all abilities and can support innovative approaches to education in all contexts and promote interactive, experiential and intergenerational learning. Member States should exploit new digital opportunities and rely on research evidence to mitigate against risks. Digital open-learning environments, digital resources and tools, and equipping learners with the necessary skills to use them will enable learners to engage responsibly with digital learning and reduce the digital divide.* *From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *3. Identifying, agreeing upon and implementing the core educational/pedagogical foundations of their school & other systems* - *4. Using a student-centred approach that includes student and teacher agency & co-agency (with more emphasis on learning how to work together).* - *5. Meeting the needs of the whole child, ensuring that they are fed, safe, healthy, secure, engaged, challenged and ethically, morally, spiritually and socially responsible.* - *8. Providing a (a) broad range of learning opportunities to every child (including UN-neglected subjects such as health & life skills or the arts & music) in the (b) core subjects identified in a (c) national curriculum framework and outside classrooms in (d) extended education activities,*		

authorizing or acquiring (e) textbooks, educational materials and (f) technologies that support (not replace) classroom instruction and informal school-linked learning. - 9. Defining essential (a) student cross-curricular competencies/attributes and a (b) standards-based curriculum and modifying core curricula & pedagogy accordingly as well as aligning the (c) standards for student achievement across the core curricula … *From the UNICEF-ISHN-SFU Country Survey* - Survey question #6 Has MOE adopted formal policy on inclusion & equity? - Survey question #8 which actions taken to promote inclusion & equity? Promoting student attendance, building, retrofitting schools in disadvantaged areas, offering alternative schools and IEPs, inter-ministry agreements for student services, support for transition to primary schooling, to secondary schooling and to post-sec training, specialized services for disabled, vision, hearing, pregnant students etc, alternative schools for indigenous and minority students, extra funding for schools in disadvantaged areas, alternative pathways to graduation, active in-school support for at risk students in schools, training for staff and volunteer - Survey Question #11 (MOE whole child statement or declaration?) - Survey Question #13 (WC equivalent statement by other ministries?) - Survey Question #14 (wide breadth of learning opportunities in wide range of subjects) - Survey #16 (broad range of learning opportunities for every child through extended education) - Survey Question #16 (defined essential c ross curricular competencies)		

Core Component: Curriculum Instruction, Informal/Extended Education	National/State Declarations, Policies, Action Plans **on Curriculum, Pedagogy, Student Assessment and teaching/learning strategies** *& materials such as project-based/ constructivist learning, standardised or random student testing, textbooks, databases or repositories of educational resources* ● Revised National Curriculum Statement for Grades R-9 (2002) ● Second Chance Matric Programme (nd)	

From the UNESCO Recommendation
- *(p6, s6) Specifically, education should be transformative, build a strong foundation of literacy and numeracy and enable the development of knowledge, skills, values, attitudes and behaviours such as:*
  a) *Analytical and critical thinking: the ability to question norms, practices and opinions, critically analyse and understand complex Systems and multicultural environments, as well as understand power dynamics and the interconnections between countries, populations and the naturel environment and between local, national, regional and global levels;*
  b) *Anticipatory skills: the ability to act as agents of change and the capacity to evaluate and understand emerging and future opportunities and threats and to adapt to new possibilities with a view to promoting a peaceful just, equal, equitable, inclusive, healthy and sustainable future for ail;*
  c) *Respect for diversity: the ability to understand, value and respect the equal dignity and rights of every person, regardless of race, colour, descent, gender, age, language, religion, political opinion, national, ethnic or social origin, economic or social condition of birth, or disability and any other grounds as well as their needs, perspectives and peaceful actions and*
	Policy, Guidance or Action Plans on Essential Cross-Curricular Competencies.
	-
		Statements of student core competencies could be analyzed from several perspectives.
		
		Since inclusion and equity goals will depend on the conditions and student learning objectives related to health, safety, personal, social and sustainable development (HSPSSD) researchers could ask if the current statement of core student competencies adequately include or describe the learning needed for student health and well-being (life/living skills)

valuing their diverse knowledge Systems and learning activities.

d) *Self-awareness: the ability to acknowledge and reflect critically on one's personal values, perceptions and actions, to know, value and be at peace with oneself, understand and manage emotion's, feel and show empathy and respect for others and for one's role in the local, national, regional and global community;*

e) *Sensé of connectedness and belonging to a common and diverse humanity and planet Earth: understanding humanity as a global community that shares responsibility for a healthy planet and for respecting the needs and rights of each other, of other living beings and of nature itself;*

f) *Empowerment, agency and resilience: the motivation, confidence and ability to act and respond effectively, proactively, consciously and responsibly to challenges at local, national, regional and global levels, while being able to cope with risks, conflicts of goals and uncertainties;*

g) *Decision-making skills: thé ability to evaluate thé impact of actions, and make decisions, using available information from diverse and reliable sources;*

h) *Collaborative skills: the ability to effectively communicate feelings and opinions in a constructive manner engage in collaborative interactions, participatory planning and shared problem-solving marked by responsible and respectful behaviour;*

i) *Adaptive and creative skills: the capacity to adapt, engage, create, innovate, and thrive in a fast-evolving environment and in diverse and shifting contexts, so that new ideas can be transformed into actions;*

j) *Citizenship skills: the ability to act ethically and responsibly and to fully participate in civic and social life, in a digital era and in a local, national and 'global context;*

k) *Peaceful conflict resolution and transformation skills: the ability to deal with and contribute to the prevention, mediation and resolution of conflicts in a peaceful, constructive and negotiated manner and end cycles of violence and hostility;* l) *Media and information literacy, communication and digital skills: the ability to effectively search, access, critically evaluate, ethically produce, use and disseminate information knowledge through various channels and technologies. It also implies to be resilient be able to detect and to combat disinformation and misinformation, hate speech, all forms of violence, including gender-based violence, harmful content and online abuse and exploitation, understanding one's rights and responsibilities on- and off-line and engaging in digital environments in a safe, effective, discerning and respectful way that enhances digital security and protects privacy.*		
From the UNESCO Recommendation *(Curriculum & Pedagogy* - *(p9, s23) The practice of **physical education** and sports and learning through sports should instil in learners of all ages the values of respect, equity, cooperation and team spirit, inclusion and non-discrimination, promote healthy lifestyles and develop cognitive, social, emotional, psycho-motor and behavioural skills conducive to collaboration and mutual understanding.* - *(p10, s24) The teaching and learning of **history, social sciences and related fields** should provide learners with the opportunity to build a critical understanding of the complex relationships between past, present and future and of the legacies of violence, exclusion, and all forms of discrimination and their effects. This requires pursuing historical objectivity; promoting multi-perspectivity based on science, research*	*National/State Curriculum Framework documents such as required or mandatory core subjects, subjects required for graduation. (See the adapted model of Teaching-Learning Domains developed for UN Goal 4 monitoring of student Learning)*	Since inclusion and equity goals will depend on the conditions and student learning objectives related to health, safety, personal, social and sustainable development (HSPSSD) researchers could ask if the current core curricula adequately include and describe the learning needed for student health and well-being (life/living skills). HSPPD teaching & learning can be delivered in different ways in subjects such as health, life skills/personal social development, home economic, physical education as well as moral/religious education, guidance education and career education programs in nursing, food, recreation/sports and others.

- *and evidence; fostering critical views of and supporting the struggle against colonialism and neo-colonialism in all their forms and manifestations; sustaining a duty of memory; rejecting denial and distortion of proven historical events; highlighting the role of women in history and society; and exploring the factors that, over time, can either contribute towards violence and tensions, or foster reconciliation, peace and solidarity between and within countries.*
- *(p10, s25) The teaching of **natural science, technology, engineering and mathematics (STEM)** should help transcend frontiers and build bridges between communities and knowledge systems. All learners should be equipped with skills to engage with the learning of science and scientific methods as well as the ethics of scientific knowledge and technology in order to help seek sustainable solutions to contemporary challenges in the interests of advancing the aims of this Recommendation. Particular attention should be paid to women and girls to ensure equal access to STE) disciplines and better representation of women in STEM careers.*
- *(p11, s26) Member States should promote an education that, throughout all levels and strands, includes **the study of different cultures** and their reciprocal influence. Such study should encourage the understanding and valuing of diverse perspectives, ways of life, worldviews, religions, beliefs and philosophies of life and has the potential to reduce conflicts that are based on a lack of understanding. It should, among other things, give due importance to the **teaching of languages and the promotion of intercultural competencies** in an environment respectful of human rights and fundamental freedoms and helping students to become informed local and global citizens. Culture and arts education advances creative learning and the acquisition of new civic competencies. It provides a better understanding of cultural heritage and strengthens a sense of*

belonging and social and emotional learning fostering the appreciation of cultural diversity. - *(p11, s27) To enhance mutual understanding, solidarity and social cohesion, Member States should valorize, respect and enhance the diversity of knowledge systems, ways of expression, transmission and safeguarding of intangible cultural heritage, inter alia through the recognition of linguistic diversity, the promotion of intercultural dialogue, the **development of multilingual skills**, the **valorization of all languages**, notably **Indigenous languages and mother tongue languages**, and the appreciation of diverse perspectives.* - *(p11, S29) **Digital competencies** should be promoted as essential for social, economic, and political participation in an interconnected world. Access to digital technologies should help improve learning outcomes and promote collaboration and engagement among learners, creating a more dynamic learning environment. Media and information literacy is essential for developing critical thinking of learners and for combatting threats such as cyberbullying, hate speech, harassment, cyber fraud, misinformation and disinformation* - *(P11, S30) **Climate change education**, as part of education for sustainable development, should be integrated into curricula and across subjects to help understand and address the impacts of the climate crisis, to promote climate justice and to empower learners with the knowledge, skills, values and attitudes needed to act as agents of change. It should be learner-centred, experiential, contextualized, solutions-based and action-oriented. Education providers should adopt a whole-institution approach to climate action to lead by example.* - *.*		
	- *Guidance Documents on Learning-Behaviour Models (LBMs) such as SEL, Life Skills, Health Literacy,*	

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	Food-Nutrition Literacy, Global Citizenship, Education for Sustainable Development, Restorative Justice, Media literacy, Indigenous Perspectives etc.	
From the UNESCO Recommendation - *(p10, s22) A transformative approach to education should be embedded into curricula and across all areas of study and at all levels of education. This includes adopting holistic, multidisciplinary, interdisciplinary and transdisciplinary approaches to explore the relationships between subject and study areas and their relevance to diverse contexts*	- *Integrated, Interdisciplinary learning across subjects* ● National Curriculum Statements (NCS) Grades R – 12 (web pages)	
From the UNESCO Recommendation - *(p12, s38) All materials and resources should be relevant to learners' context and background, adapted to their educational level as well as to their developmental and learning needs. Teachers and learners should be involved in the development of materials to enhance their relevance. Materials and resources should be inclusive, incorporate gender equality, be free from stereotypes, all forms of discriminatory and hateful bias, and elements that incite discrimination, racism, xenophobia, hostility or violence towards any individuals, groups or peoples. Materials and resources should also actively aim to challenge and eradicate underlying prejudices and stereotypes and contribute to overcoming their consequences.*	- *Pedagogy/Teaching/Learning Strategies* -	
From the UNESCO Recommendation - *(p11, S31) Assessment, evaluation and evidence-based methods that support all learners and learning should be prioritized to strengthen collaboration, cooperation and mutual understanding and support learners' continuous*	- *Student Assessment Policies & Procedures*	

and holistic development and their well-being. Education policy-makers, education leaders, teachers and education personnel should endeavour to ensure that assessment and evaluation are free from cultural and any other bias and are solely designed to the benefit of learners and their learning process. As part of this, learners should be included in the assessment process which should contribute to learning by giving constructive feedback. - *(p11, S32) Special attention should be paid to a differentiated approach to assessment and evaluation which is context-specific and adaptive to all learners, including persons with disabilities, persons belonging to minorities, and those in vulnerable situations.* - *(p12, s34) Performance assessment in all learning settings should be reliable, credible, transparent and trustworthy, adapted to the level of instruction, objective, context-specific and inclusive. It should cover cognitive, social and emotional, behavioural and psycho-motor competencies as well as systemic and interdisciplinary knowledge in alignment with this Recommendation. This includes the capacity to evaluate and apply knowledge in ways that promote the aims of this Recommendation.*		
From the <u>UNESCO Recommendation</u> - *(p12, s35) (Learning and teaching materials and resources): Member States should work towards ensuring that all teachers and learners have access to quality teaching and learning materials and resources, including multi-media content, which are infused with the guiding principles set forth in this Recommendation. Access to such materials, in physical and digital formats, could be facilitated by encouraging the sharing of open educational resources and by establishing physical and/or digital resource centres offering materials and guidance, including human resources or training, that support the aims of this*	*- <u>Teaching/Learning Materials</u>*	

Recommendation throughout education and lifelong learning. - *(p12, s36) Member States should work towards ensuring that these materials and resources encourage the development of multilingual skills, including Indigenous and mother tongue languages and are made available in compliance with applicable laws and, whenever possible, as open educational resources that apply the highest standards of privacy and data protection to facilitate the sharing of knowledge for the public common good*		
From the UNESCO Recommendation - *(p17, s63) Non-Formal Education and Informal Learning: Member States should promote and recognize non-formal education (NFE) that includes learning acquired in addition, alternative and/or as a complement to formal education and informal learning that occurs in daily life, in the family, in the workplace, in communities and through interests and activities of individuals. NFE and informal learning can play important roles in empowering children, young people and adults, including those that are outside of formal education settings so that they become agents of change at local, national, regional and global levels. Member States should value and invest in diverse non-formal and informal learning activities organized by, with and for adults, young people and children including out-of-school children. This can include supporting citizenship education, civil society organizations and youth organizations which strengthen resilience in the face of crisis and supporting non-formal means of expressing and transmitting culture through specific education and training programmes within communities, which support the aims of this Recommendation..*	*Education and Other Ministry Declarations, Policies, Action plans on Extended Education Strategies, Programs and Activities* ● *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*	● If the jurisdiction does have a policy or plan on extended education (extra-curricula and co-curricular activities, it could be assessed for its internal coherence and relevance. *(The criteria for effective extended education could be a starting point in that analysis.)*

Centered on Learning (Learning to Learn)
 	
From the UNESCO Recommendation
- *(p13, s40) Member States should support access to life-wide and lifelong learning starting in the early years in a diversity of educational settings and environments, including experiential learning and social internships, in order to expand access to and enrich the education experience and ensure that no one is left behind.*
 	
From the Education Commission/EDC/Dubai Foundation report on Rewiring Education (2022)
- *Executive Summary: Priority actions should include:*
  • Expand early childhood programs to help end poverty
  • Scale adaptive, inclusive, and engaging teaching to reduce inequalities
 	
From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)
- *10. These pathways and structures include supports for (a) critical transitions such as preparing young children for primary school ((b) early childhood education) and (c) early start programs, support and policy for (d) including students with special needs, supports for the transition between (e) primary and secondary schooling….*
 	
From the FRESH Partners Working Group on Inclusion studying comprehensive intersectoral frameworks
- *MCAs in inclusion/child friendly schools, early childhood education, students with disabilities, out of school/preventing dropouts, gender related barriers,*
- *MIPs such as early start program supports for transitions programs*
	National Curriculum Framework/Core Subjects Related to Ability to Learn
	
	Instruction in Basic Study & Learning Skills/Habits
	
	Literacy (Instruction in Majority Official Language)
	
	Literacy (Instruction in Majority Language as a Second Language)
	
	Mathematics
	
	Technology
	
	Basic Science/Scientific Methods
	
	Cross-Curricula (Integrated) Learning in Basic Study & Learning Skills, Cognition/Problem Solving, Literacy, Math, Technology, Scientific Thinking, Self-Management, Working in Teams etc.
	
	Multi-Component Approaches Related to Learning to Learn
	
	Multi-Intervention Programs Related to Learning to Learn	

Health, Safety, Custody, Care, Preventing/Managing Problems (Learning to Be)		

Learning to be Healthy & Safe
Inclusion & equity goals require school systems to place more emphasis on promoting health, safety, personal, social & sustainable development (HSPSSD). This is often referred to as the social role of schooling. Students need to learn how to be healthy and safe. (Note HWB education is not included in the UNESCO Recommendation list of recommended curricula but is included in other sections – see below)
 	
From the [UNESCO Recommendation](#)
- *(p9, s10e) Strengthen school systems' ability to promote physical and mental health and well-being in order to foster commitments to non-violence and peace, without discrimination. This can be achieved through the provision of school health services, school meals and **education for health and well-being** of good quality.*
- *(p 15, s 49, 50) Quality, inclusive, equitable, and relevant primary and secondary education are central to equip learners with the key knowledge, skills and values, to develop as individuals. **Education should promote children's well-being, joy and health.** This means that the relevance of learning and learner retention require as much attention as educational access in order to ensure that all learners complete schooling with the **competencies required to lead active, healthy, sustainable and productive lives** as autonomous and democratic adults.*
50.All learners should be empowered through comprehensive sexuality education that is non-discriminatory, evidence-based, scientifically accurate, relevant to cultural contexts, and age-appropriate. This focuses on building the knowledge of reproductive health and infection prevention, as well as the cognitive, social and emotional, and behavioural skills for healthy, respectful and equitable relationships.
	Policy, Curriculum Web Pages, Other Guidance Documents from Education and other ministries on Learning to Be and to Live Together (HSPSSD-related Curricula Documents and Education Resource Lists, Collections)
	● *Health & Life (Living) Skills Education*
	● *Home Economics Education*
	● *Physical Education*
	● *Social Studies*
	● *Language Arts (Majority Language)*
	● *Moral & Religious education*
	● *Science*
	● *Technology (ICT)*
	● *Minority & Indigenous Languages and Schooling*
	
	- [2018 South African National Curriculum Framework from Birth to Four (NCF)](#)
	- [Curriculum Assessment Policy Statements (CAPS)](#) (web pages describing learning content by subjects)
	   ○ [CAPS for Foundation Phase](#) (web pages, requires learning in home languages, first additional language, second additional language, mathematics and life skills for K-3)
	      ▪ [Life Skills](#) instruction includes beginning knowledge, creative arts, physical education & personal/social well-being. Minimum instructional time is required at all grade levels
	   ○ [CAPS for Intermediate Phase](#) (4-6) (web pages
	
	Guidance, supports for in-service training of teachers in HSPSSD and for their professionals in working with schools
		- If the jurisdiction does have a national curriculum on [Health & Life (Daily Living) Skills](#) (also called Health & Well-being (HWB) or Personal, Social Health (PSH) education) some analysis could be done based on the texts of the documents. For example:
		- Which curriculum structure has been selected? (Health stand-alone, Health & PE, Health & Home Economics. Etc)
		- Does the curriculum have a defined minimum instructional time (hours per year or proportion of the time available)?
		- Are other subjects areas being used to promote health & life skills? (e.g. Moral & Religious Ed, Human health in environmental science & biology. discrimination of LGBT people in history and literature etc.)

From the FRESH Core Indicators
- *(p8) skills-based health education has the potential to empower individuals to protect and improve their own and others' health, safety and well-being, which can in turn lead to better health and educational outcomes for children and their communities now and in the future. The core national indicator on health education are further described on page 33 which states "Core Indicator 5: Priority health content and skills-based pedagogy are present in national guidance for school curricula, teacher training and learning assessments." (Note) A FRESH Working Group and other organizations have developed a broader understanding of "health education) to include personal & social development, relationships, well-being or life (daily living) skills.*

From the UNICEF-ISHN-SFU Country Survey
- *Survey #15 (does national curriculum framework include HSPSSD education, social education in MRE, History, geog, human rights etc)*
- *Survey question #27 which curriculum structure best describes the H&LS curricula?*
- *Survey question #28 is the HLS curriculum built around generic competencies or topics?*
- *Survey question #29 are these other stand-alone subjects related to HLS in place Home Ed, MRE, career ed in nursing or other caring profession?*
- *Survey question #30 how is nutrition education delivered?*
- *Survey question #31 – is there a minimum instruction time for HLS?*
- *Survey question #32 – is there an extended education plan for HSPSSD education?*
- *Survey question #33 and #34 are extended education strategies used for SFN (e.g.school gardens, young farmers, school waste, etc.*
- *Survey question #35 – defined qualifications for HLS specialist teachers?*

- *Survey question #36 – work force plan includes projected number of HLS teachers that will be needed?* - *Survey question #64 – which methods are used to assess HLS programs and learning (several methods eg tests, enrollment, credits to graduate from sec school etc)* - *Survey Question #20 which MCAs are being used and their capacities* - *Survey Question #21 which MIPs are being used and their capacities.* - *Survey Question #37 – govt has defined minimum set of student services* - *Survey question #38 – which student services are in that package?* - *Survey question #39 – how is funding provided to purchase food* - *Survey question #40 0 does agriculture ministry procure food for schools in home gown SF programs?* - *Survey question #41 – has govt defined min qualifications for other professionals from other sectors working with or within schools?* - *Survey question #42 – if som which ones?* - *Survey question #43 – has govt defined min standards for physical environment and practical resources for schools?* - *Survey question #44 – which standards water, air, toilets, labs , playgrounds etc.* - *Survey question #45 – does MOH monitor food safety in schools?*		
Providing Custody, Care, Preventing/Managing Problems (Learning to Be) *From the UNESCO Recommendation (p7, s8g)* *Ensure that the safety, health and well-being of all learners, teachers and education personnel are protected and promoted;* *From the UNESCO Recommendation*	*National/State Declarations, Policies, Action plans on Student Services (from MOE or other Ministries) e.g. counseling, school meals, school psychologists, teacher aides, etc.*	

- (p10, s18) Member States should support the provision of and access to information and education, for individual learners, communities, parents, caregivers and families to ensure the health and well-being and the positive physical and mental development of children, young people and families.	*National/State Declarations, Policies, Action plans on Social Environment and psycho-social support*	
From the UNESCO Recommendation - (p12, s39) Learning environments, encompassing physical spaces, such as classrooms, workplaces, cultural and natural spaces, and virtual spaces, such as digital platforms or blended spaces that combine both physical and digital elements, contribute significantly to the quality of education and active citizenship, and should be created, maintained and renewed to reinforce the rights, protection, safety and well-being of all learners, teachers and education personnel.	*National/State Declarations, Policies, Action plans on Physical Environment (Sanitation, Construction, Bus Safety, Routes to School, Road Safety, Water etc*	
- (p13, s41) Member States are encouraged to take action to achieve this, including by: (a) supporting all efforts to ensure learning environments and their facilities are inclusive, available, accessible, acceptable and adaptable as well as safe, secure and enabling for all learners without discrimination and, more broadly, aligned with the guiding principles of this Recommendation. In addition, educational environments should challenge all forms of biases, embrace anti-discrimination and anti-racist practices, and promote and respect cultural diversity; (b) supporting the full, equal, equitable and meaningful participation of all children, young people and adults in teaching and learning programmes, educational administration and policy-making and decision-making activities. This includes promoting democratic learning environments that give voice to, and encourage contributions of parents and learners in the		

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co-creation of safe spaces that model the principles of this Recommendation, giving special attention to those who have traditionally been excluded as members of vulnerable or disadvantaged groups including due to their gender, indigeneity, disability, minority status, refugee, migrant or displaced person status or as affected by occupation or crises;

(c) committing to provide infrastructural and technical support, adequate staffing, staff training and support, specialized services adapted to the needs of learners such as childcare services and youth organizations, financial support through scholarships, school meals, nutrition, mental health and other school health services, whenever possible;

(d)utilizing the potential of technology for inclusion by widening digital access to education and preventing digital divide through the development of safe and inclusive digital learning systems and environments. The development of digital tools should be accompanied by measures for the protection of personal and sensitive data, the protection of children and young people from online violence, such as cyberbullying and including gender-based violence, and by support for teachers and parents in order for them to be aware of the dangers which children face online and in order to help them support children in the full exercise of their rights;

(e) supporting and encouraging school leadership and management, teachers and education personnel to use natural and cultural sites and other public spaces as learning environments to take advantage of the benefits of learning outside of the traditional classroom and encourage commitment to social, cultural and environmental awareness and sustainability.

From the Education Commission/EDC/Dubai Foundation report on [Rewiring Education](#) *(2022)*
- *Executive Summary: Priority actions should include: Expanding early childhood programs to help end poverty, Developing a team-based education workforce for good health and well-being, Scaling up school meals and school health interventions to*

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end hunger and improve health and well-being and adapting education systems to build climate resilience and develop green skills		
From the FRESH Core Indicators - *(p8) Safe Learning Environment: The school environment refers to either the physical and socio-emotional environment, or aspects of the school or learning space that affects both the physical and socio-emotional well-being of students. Physical environment: The school environment should be a place where students are free from danger, disease, physical harm or injury; where sufficient water and sanitation facilities are provided and where physical structures (buildings, courtyards, paths and latrines) are sound, welcoming and secure. Socio-emotional environment: The school environment should be a place where all students* - *are free from fear or exploitation, and where codes against misconduct exist and are enforced.* - *(p9) School-Based Health and Nutrition Services* - *Many common health problems which students face in school can be managed effectively, simply, and inexpensively through school-based health and nutrition services.*		
*From **Systems Elements** (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *13. Sustaining (a) intersectoral partnerships and cross-ministry structures/appointments using the school as the hub by selecting, scaling up, & align selected (b) Intersectoral Policy/Program Coordination Frameworks (IPPCFs) such as healthy schools, safe schools and many others. This includes ensuring that a (c) coordinated set of student services is provided by ministries, agencies and professionals external to school systems as well as by specialized education personnel, that (d) a defined minimum set of physical conditions and*	*Multi-Component Approaches Related to Learning to Be (HSPSSD)* *Multi-Intervention Programs Related to Learning to Be (HPSSD)*	

practical resources to promote learning and protect health & safety are present in all schools and …. - *14. Models such as Health in All Policies (HiAP) and intersectoral Ambition Loops derived from Implementation and Systems Science or Organizational Development theories & models can strengthen and support negotiated, reciprocal, sustainable on-going and targeted partnerships.* - *18. Ensuring that the (a) daily operations & practices of the school system, local schools, students, & employees, (b) transportation systems/routes, (c) buildings, facilities and grounds are accessible, safe, healthy, and environmentally sustainable.* *From the UNICEF-ISHN-SFU Country Survey* - *Survey Question #10 (are IPPCF's used, which ones?)* - *Survey #15 (including HSPSSD education, social education in MRE, History, geog, human rights etc)* - *Survey question #27 which curriculum structure best describes the H&LS curricula?* - *Survey question #28 is the HLS curriculum built around generic competencies or topics?* - *Survey question #29 are these other stand alone subjects related to HLS in place Home Ed, MRE, career ed in nursing or other caring profession?* - *Survey question #30 how is nutrition education delivered?* - *Survey question #31 – is there a minimum instruction time for HLS?* - *Survey question #32 – is there an extended education plan for HSPSSD education?* - *Survey question #33 and #34 are extended ed strategies used fxor SFN school gardens, young farmers, school waste, etc. Support from other ministries?* - *Survey question #35 – defined qualifications for HLS specialist teachers?* - *Survey question #36 – work force plan includes projected number of HLS teachers that will be needed?*		

- *Survey question #64 – which methods are used to assess HLS programs and learning (several methods eg tests, enrollment, credits to graduate from sec school etc)* - *Survey #20 which MCAs are being used and their capacities* - *Survey Question #21 which MIPs are being used and their capacities.* - *Survey Question #37 – govt has defined minimum set of student services* - *Survey question #38 – which student services are in that package?* - *Survey question #39 – how is funding provided to purchase food* - *Survey question #40 0 does agriculture ministry procure food for schools in home gown SF programs?* - *Survey question #41 – has govt defined min qualifications for other professionals from other sectors working with or within schools?* - *Survey question #42 – if som which ones?* - *Survey question #43 – has govt defined min standards for physical environment and practical resources for schools?* - *Survey question #44 – which standards water, air, toilets, labs , playgrounds etc.* - *Survey question #45 – does MOH monitor food safety in schools?* - *Survey question #46 does MOE have min standards for social environment in schools?* - *Survey question #47 which ones – staff conductm, student conduct, reporting bullying, violence, accidents etc, consulting students, lunch hours/facilities, etc* - *Survey question #65 – how do other ministries and MOE evaluate the effectiveness of the services provided to students (eg friendliness, accessibility, number of students served etc)* *From the FRESH Partners Working Group on Inclusion studying comprehensive intersectoral frameworks*		

- *MCAs in school health & nutrition, healthy schools, safe schools bullying, safe schools crime prevention/drugs, community schools (poverty), disaster risk reduction, conflict affected countries, indigenous schooling, minority schooling, Integrated Student Services, HPSSD education, safe school buildings & facilities,* - *MIPs in child growth& development/stunting, vision, hearing, child abuse & neglect, child sexual abuse, family violence, menstrual health & hygiene, HIV/STI/sexual health, substance abuse, tobacco use, physical activity, accidental injury, mental health, NCDs, chronic health conditions, sun safety, environmental hazards, climate health threats (zika, dengue, heat etc), infectious diseases, immunisation/vaccine policies, oral/dental health, school meals, school feeding, school food & nutrition, obesity/overweight, child trafficking, child exploitation, refugee/immigrant students, adapted instruction and supports for disabled, disadvantaged, minority, displaced and isolated students and communities, defined minimum set & 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, disadvantaged students & communities, food services, delinquency/crime prevention, public security and personal safety, standards for the construction, maintenance, accessibility, environmental sustainability of schools, facilities and student transportation systems,*		
From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems) - *8. Providing a (a) broad range of learning opportunities to every child (including UN-neglected subjects such as health & life skills or*	*HSPSSD-related and other Curricula Documents* - *Health & Life Skills/Personal, Social & Health Education*	

the arts & music) in the (b) core subjects identified in a (c) national curriculum framework and outside classrooms in (d) extended education activities… - *13…. that (e) minimum standards in curricula and extended education programs promoting health, safety, personal, social and sustainable development (HSPSSD) are established and monitored. (as well as social studies, MRE, the arts etc.)* *From the* **UNICEF-ISHN-SFU Country Survey** - *Survey Question #15 (including HSPSSD education, is social education in MRE, History, geography, human rights etc)*	- *Home Economics* - *Physical Education* - *Science (Environmental Studies, Biology)*	
Socialization & Personal/Social Responsibility (Learning to Live Together) *From* **Systems Elements** *(derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *8. Providing a (a) broad range of learning opportunities to every child (including UN-neglected subjects such as health & life skills or the arts & music) in the (b) core subjects identified in a (c) national curriculum framework and outside classrooms in (d) extended education activities…* - *13…. that (e) minimum standards in curricula and extended education programs promoting ~~health~~, safety, personal, social and sustainable development (HSPSSD) are established and monitored. (as well as social studies, MRE, the arts etc)* *From the* **UNICEF-ISHN-SFU Country Survey** - *Survey Question #15 (including HSPSSD education, is social education in MRE, History, geog, human rights etc)*	*Personal Social Development Related Curricula* - *Social Studies (History & Geography)* - *Literature, Drama*. - *Moral & Religious Education* - *Studies in Ancestral/Minority Languages & Cultures* - Draft Policy: The Incremental Introduction of African Languages in South African Schools (2013) - *Studies in International Languages* - *Required Studies/Student Credits in Community Service*	

From the [FRESH Partners Working Group on Inclusion](#) studying comprehensive [intersectoral frameworks](#) - *MCAs in Social & emotional learning, discrimination/racism, global citizenship, peace education* - *MIPs in healthy relationships, family life, well-being, friendship clubs for LGBT students, religious minorities. bullying/cyber bullying, gangs/gang involvement, isolation/alienation/violent extremism*	<u>*Multi-Component Approaches on Learning to Be or protecting, caring for students*</u> <u>*Multi-Intervention Programs on Learning to Be or protecting, caring for students*</u>	
Vocation and Employment (Learning to Do) *From the [UNESCO Recommendation](#)* - *(p16, s59) Technical and vocational education and training (TVET) Technical and vocational education and training (TVET) systems including all forms of professional education also within craft industries, should be inclusive, attractive and flexible in the way they adapt to the benefit of individuals, economies and societies in a future characterized by rapid change in line with this Recommendation. Improving TVET systems should promote social and inter-generational solidarity as well as equitable distribution of income and wealth. TVET systems should be labour market oriented and build on strong partnerships between public and private sectors,*	<u>*Employment/Vocational Related Curricula*</u> - <u>*Elective courses in Career/Tech-Voc Education*</u> - <u>*Elective/remedial/alternative courses in literacy, numeracy, local trades etc*</u>. <u>*Guidance Documents, Policies, Procedures for Access, Transition to Post-Secondary Education, Training, Employment*</u> <u>*Multi-Component Approaches on Learning to Do*</u>	

offering lifelong and life-wide learning opportunities for all. This is important to support societies that are increasingly challenged by multiple transitions, which have major implications for the distribution of income and wealth, solidarity between social groups and between generations.	*Multi-Intervention Programs on Learning to Do*	
- *(p16, s60) TVET has an important role to play in promoting sustainable development by empowering individuals, organizations, enterprises and communities, and by developing skills for all individuals to learn, work and live for resilient, inclusive, equal, sustainable economies and peaceful societies. TVET's role is particularly important in supporting the environmental and energy transition, the circular economy and the digital transformation, as well as empowering the individual in financial, legal and political affairs. TVET programmes should foster learners' knowledge, skills and attitudes as well as agency to actively participate in these and future social, economic and ecological transformations with a view to supporting the aims of this Recommendation.*		
- *(p17, s61) The mutual recognition of TVET qualifications at national, regional and international levels, in relation to the mobility of learners and workers, should be promoted.*		
Adult learning and education - *(p17, s6) Adult learning and education (ALE) is a key component of lifelong and life-wide learning. It helps build learning societies and its policies and practices apply to a wide range of ages, developmental levels, education levels, learning spaces and modalities. Involving individuals, families, communities, organizations, workplaces, neighbourhoods, cities and regions, ALE should support the aims of this Recommendation by equipping people with the*		

knowledge, attitudes, universal values, skills and behaviours to live together in peace as global citizens, to enjoy respect for human rights and fundamental freedoms and to lead decent lives in terms of health and well-being, culture, spirituality and economic and civic participation, environmental responsibility, sustainability and in all other ways that contribute to personal development and dignity. *From the Education Commission/EDC/Dubai Foundation report on Rewiring Education (2022)* *Executive Summary: Priority actions should include:* *• Create diverse and certifiable routes for youth to build skills and promote inclusive and sustainable economic growth* *From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *10. …. and successfully making the (f) shift to the world of work through technical-vocational programs or further studies including (g) adult education and/or(h) local, school-linked vocational training programs.* *From the UNICEF-ISHN-SFU Country Survey* - *Survey question on youth employment and transition to work* *From the FRESH Partners Working Group on Inclusion studying comprehensive intersectoral frameworks* - *MCAs in Transition to work or PSE learning, Youth Not in Employment, Education or Training (NEET) programs*		
Selection, Accreditation, Social Placement & Progress (Pathways to Graduation, Work, Training & Lifelong Learning)		

From the UNESCO Recommendation (p8-9) - (p8, s10c) *Member States should… create policy mechanisms to support flexible and context-relevant pathways of learning (formal and non-formal) that allow learners to engage in the world throughout life as responsible local and global citizens. Such mechanisms can be strengthened through the adoption, recognition, validation and accreditation of qualifications and prior formal or non- formal learning across borders.* *From the UNESCO Recommendation* - (p9, s16) *While individuals and bodies are free to establish and direct educational institutions, Member States should ensure that these institutions conform to minimum standards as laid down or approved by the State, in compliance with their international commitments and the public responsibility for education.* *From **Systems Elements** (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *9. …. describing required criteria & practices in (d) student assessment, in (e) system/program assessments and student (f) pathways to graduation (student accreditation) with the goals and objectives listed in elements listed above.* - *10….. Revise policies, procedures and programs on (i) student recruitment/ entrance requirements, (j) student attendance/truancy and (k) student retention/school-dropout prevention accordingly.* - *11. The (a) seamless organization of grades and levels of schooling (e.g., establishing middle or junior secondary schools, creating early childhood education programs within K-12 systems) as well as (b) limiting the "streaming" of students into academic or vocational programs, creating (c) alternative schools for troubled, athletic or other types of students, supporting parents who wish to (d) home school their children and providing (e)*	*Multi-Component Approaches on Academic Placement, Accreditation* - *Recruiting Out of School Children to Attend School* - *Preventing School Dropout/Truancy* - *Alternative Routes to Secondary School Graduation for Young Adults* *Multi-Intervention Programs on Academic Placement, Accreditation*	

individualized education programs for students with different or special needs. *From the Education Commission/EDC/Dubai Foundation report on Rewiring Education (2022)* - *Executive Summary: Priority actions should include:* • *Create diverse and certifiable routes for youth to build skills and promote inclusive and sustainable economic growth* *From the FRESH Partners Working Group on Inclusion studying comprehensive intersectoral frameworks* - *MCAs on alternative schooling, IEPs,* - *MIPs on truancy*		
Stability & Change in Large, Complex & Open Systems		

Continuous Improvement, Implementing & Sustaining Programs, Building Organizational Capacities
 	
From the UNESCO Recommendation
- *(p9, s12) Member States should provide all necessary support, including financial, administrative, technical, human and material resources to implement this Recommendation in line with international obligations and commitments.*
 	
- *(p9, s13) Member States should develop programs through open dialogue, including intergenerational exchange, with all relevant stakeholders.*
 	
- *(p9, s14) Member States should engage in and encourage local, regional, international and intercultural cooperation, dialogue and exchange as a key dimension of transformative education…*
	Policies, practices, procedures, guidance on a Continuous Improvement Approach
	
	Policies, practices, procedures, guidance on Implementing, Maintaining, Scaling Up and Sustaining (IMSS) programs and approaches.
	
	Policies, practices, procedures, guidance to build capacity
	
	- *baseline, basic capacity (minimum staffing & funding)*
	
	- *organizational, system, operational capacities*
	
	  Coordinated policy & leadership
	
	  Coordination mechanisms (intra and inter)
	
	  Ongoing knowledge development & exchange	

- *(p9, s15) Member States should carry out capacity-building activities and establish sustainable partnerships in education with other Member States and all relevant actors, including non-governmental organizations, and share good practices…*	*Strategic, joint issue management & priorities* *Written plan for sustaining approach or programs*	
- *(p71, s68) Member States and UNESCO may consider creating observatories at the local, national, regional or global level, as appropriate, including repositories of materials, resources and data, concerning the implementation of this Recommendation, which all stakeholders can access and can contribute to. They may build upon existing experiences of relevant clearinghouses, to facilitate the exchange of ideas, creative applications and exemplary practices.*		
From the follow-up Guidance Note from the UN Transforming Education Summit (2022) - (p5) *The existence of policies and plans that reflect the political will to transform education is essential but insufficient for transformation. Implementation of policies and plans needs to follow. Each country will encounter challenges and bottlenecks during implementation of the transformation agenda. These differ between countries, but what often impedes implementation is insufficient alignment among stakeholders in terms of policy priorities and strategies, and ineffective support for local-level implementers, in particular schools and teachers.*		
From the FRESH Cross-Cutting Themes Indicators - *(p3, pp 23-35) Theme 4: Implementing, Maintaining, Scaling Up and Sustaining Approaches and Programs:* *- Using evidence-based, experience-tested implementation frameworks and published planning tools* *- Anticipating and planning for adequate*		

staff/instructional time to implement and maintain the interventions as well as core/front-line human and start-up and on-going financial resources from the outset *- Assessing the relevance, complexity, suitability/fit, risk and benefits of interventions* *- Using standard operational planning techniques and elements* *- Anticipating local barriers and opportunities* *-Planning for critical junctures or transition points in the scaling up process* *- Realistic, strategic planning for sustainability/ institutionalization of approaches and programs* *From the FRESH Cross-Cutting Themes* - *(p 3, pp35-45) Theme 5: Building system, agency and professional capacities:* *- Inter-ministry, inter-agency and school-level coordination committees* *- Coalitions to share information/knowledge, create consensus* *- Designated coordinators at all levels with defined roles & resources* *- Regular monitoring and reporting tied to system, agency and school improvement planning processes* *- Ongoing knowledge exchange and practice/policy-driven development* *From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)* - *16. Requiring that formal professional, school and local agency and ministry formal (a) improvement planning based on philosophy, organizational commitment and a well-organized (b) plan for continuous improvement at all levels* *From the UNICEF-ISHN-SFU Country Survey*		

- *Survey question #48 – does the MOE participate in national, regional and global knowledge exchange activities?* - *Survey question #50 – does MOE use a formal situation assessment tool?* - *Survey question #51 – does MOE use an evidence-based implementation framework?* - *Survey question #52 – does MOE require estimates of start up and ongoing maintenance costs before doing pilot projects?* - *Survey question #56 – which of these IMSS practices are used regularly or required by MOE (consult stakeholders, meet with middle managers etc, university centres, communities of practice, coalitions etc* - *Survey question #57 – which barriers/bottlenecks are most often encountered? (funding, intersectoral coordination, experience in intersect work, educator willingness, mindset/mandates of other professionals ofr agencies on their topic etc* - *Survey question #58 – are senior leaders involved in policy implementation (diff ways)* - *Survey question #63 is there an organization commitment/statement supporting continuous improvement?*		
Understanding & Applying Systems Science/Actions and Organizational Development *From the [UNESCO Recommendation](#)* - *(p8-9, s10-b) Member States and stakeholders should implement laws, policies & strategies … through a whole-institution and whole-of-society approach. These include (a) adopting all necessary measures to ensure…that due attention and resources are granted … not only in emergency and crises-affected situations but also where clear inequalities exist… (b) create context-specific, evidence-based laws, policies and strategies… utilizing the full potential of interdisciplinary, multidisciplinary, transdisciplinary and intersectoral approaches..*	*[Policies, practices, procedures guidance on making a paradigm shift to systems-focused actions and organizational development](#) (also addressing ecology of the context)*	

From the follow-up Guidance Note from the UN Transforming Education Summit (2022)
- *(p3) The follow-up to the Summit is a long-term engagement involving many stakeholders with different perspectives. Based on a simplified theory of change, transformation will have greater chances of success if:*

  ✓ there is a shared vision among the many stakeholders that transformation is needed and possible, and shared ownership;
  ✓ policies and implementation strategies are in alignment with the conclusions of the TES;
  ✓ local actors, crucial to implementing these policies, are empowered to play an active part in the national transformation agenda;
  ✓ an effective governance structure exists, which holds different actors accountable for and committed to playing their part in the follow-up to the TES

From the follow-up Guidance Note from the UN Transforming Education Summit (2022)
- *(p9) Annex 1. Key questions when integrating the national statement of commitment into an existing education sector plan (or an equivalent document)*

  • Does the analysis of the education sector pay attention to the crisis of education? Does it discuss the causes of the crisis? Is the analysis still relevant or does it need to be updated?
  • Do the policy priorities include the commitments made at the TES? If not, can these commitments easily be integrated within the existing priorities, or would this lead to a significant shift? Is there a risk of contradiction between the plan priorities and the commitments?
  • Can the plan outcomes and targets be adapted, broadened, or rewritten so that they include the commitments? Are there any outcomes or targets that are no longer relevant or that need to be completely rethought to ensure coherence with the commitments following the TES?

• *Do the priority programmes in the plan pay sufficient attention to the transformational changes that the TES has highlighted and that are present in the national statement of commitment (e.g.digital learning and transformation; Resilience to future shocks; Addressing educational exclusions; Transforming the teaching profession)? If not, can these changes be integrated into existing programmes? Do new programmes need to be designed?* • *Does the monitoring, evaluation, and learning framework allow us to assess the achievement of the commitments? If not, can new indicators be identified and added without overloading the framework? Are some indicators no longer relevant? Will new sources of data and new data collection methods be designed? Will the reporting mechanisms be able to cover the commitments in the national statement?* • *Will the implementation arrangement need to change? Do they offer a sufficiently important role to "non-traditional" actors, such as youth groups?* • *Does the cost and financing framework remain adequate and relevant? Are there significant cost factors that are not included and should be? May the availability of some innovative solutions (e.g. the use of digital education) bring down the unit costs of some items?* - *(p10) Annex 2. Suggested outline for a roadmap* *1. The country's vision of "transformation": a statement of what the education system should look like in 2030. This may be inspired by the conclusions of the TES, the UN Secretary-General's Vision Statement, the country's Natioal Statement of Commitment, as well as the existing national socio-economic and education plans. It may indicate not only what the education system will look like in 2030 but also how it will relate to and contribute to the socio-economic development of the nation.* *2. Recalling or identifying some major commitments Member States who have already written a statement of commitment can single out those commitments that they consider to be the priority or may organize all commitments in*		

different priority phases. Member States that have not yet prepared such a statement can use the preparation of this Roadmap as an opportunity to identify major commitments. It will be useful in this section to see if and how these commitments link up with the priorities of the existing education and socio-economic development plans.
3. Actions to be undertaken over the next 18-24 months This section may be organized in two ways (or a combination of both): • With reference to the global and regional events that are planned until the Summit of the Future in September 2024: indicate national actions that may feed into, accompany, or result from these events.
• By the four "paths to transformation" in the guidance note: indicate the main strategies/activities that may be undertaken under each of these headings until September 2024.
4. Milestones
Select a few activities that are the most important and identify for each a responsible actor, a deadline, required preliminary actions or resources, and an indicator of achievement.

From the FRESH Core Indicators
- *(p7) the Core Indicators developed and published between 2010 and in 2014 provides an early description of a systems approach with national and school level indicators using several core components (pillars), cross-cutting themes on capacity-building and systems change strategies as well as applying them to 16 themes or topic-based programs. The FRESH Framework is comprehensive, overarching framework for promoting educational success, health and development through schools which can be used to align other well-known school frameworks such as Health-Promoting Schools, Child-Friendly Schools, or school health and nutrition. For developing effective school health programs. FRESH recommends the four following components (program pillars) to be addressed in all schools: 1. Equitable school health policies2. Safe learning environment 3. Skills-based health education and 4. School-based health and nutrition*

services. (p10) There are two Core Indicators per FRESH pillar. For each pillar, there is a National-Level Core Indicator and a School-Level Core Indicator. National-Level Core Indicators assess the existence and quality of national-level policies, standards and guidance to support the implementation of each FRESH pillar. School-Level Core Indicators assess the level to which elements of each FRESH pillar are implemented in schools.		
From the FRESH Cross-Cutting Themes - *(p3) The following cross-cutting themes are guiding principles or essential elements of a systems-focused approach to implementing and sustaining the* core components *and* topic/thematic programs *of the FRESH Framework. Each of the themes has several indicators or actions. The themes include (1) Understanding the Context to Focus Resources on Priority Needs, (2) Building A Shared Vision Across the Sectors Working With & Within Schools, (3) Aligning Sectoral Policies and Promoting Intersectoral Coordination, (4) Implementing, Maintaining, Scaling Up and Sustaining Approaches and Programs, (5) Building system, agency and professional capacities, (6) Maintaining Inter-ministry, inter-agency and inter-professional partnerships, integrating/mainstreaming within education systems core mandates, concerns and constraints, (7) Using a Systems approach, actions, change/strengthening strategies*		
From the FRESH Cross-Cutting Themes Indicators - *(p4, pp 52-56) Theme 7: Using a Systems approach, actions, change/strengthening strategies:* *- Expanding the use of systems science and organizational development tools* *- Modifying internal routines and processes in ministries & agencies* *- Practice-based, practical consultations with middle and front-line managers in all relevant ministries and agencies*		

- Initial education and on-going development of educators and other school-assigned professionals within and across sectors within a long-term, multi-year, inter-professional, systems-based workforce development plan *From the* **UNICEF-ISHN-SFU Country Survey** - *Survey Question #10 Active use of several MCAs and MIPs ? which ones?* - *Survey Question #72 Does the education ministry have an explicit long-term plan to shift towards a systems-change paradigm for implementing and sustaining school programs and approaches? The education ministry has commissioned research or published a discussion paper, adopted an action plan/strategy on using an overall systems-change paradigm,* - *Survey Question # 74 Please list examples of - incremental, systems-focused actions that the education ministry or other ministries have or are taking to broaden the traditional approach from a narrow focus on specific issues and individual programs to comprehensive, coordinated multi-component approaches and multi-intervention approach or programs and then subsequently to systems-focused actions and incremental systems changes) The ministries require that the individual interventions/program, The personnel working on the MCAs report to a unit called by the name of MCA (e.g. School Health or Safe Schools etc.) rather than a specific health or social problem, The job title of the SH&D coordinators includes the name of the MCA approach being used (e.g. school health or safe schools etc.), The inter-ministry coordinators are jointly named by participating ministries or the coordinators in each ministry are specifically paired up with coordinators in other ministries, There is a specific line item in ministry annual budgets to support each MCA, The ministries working on inter-ministry MCAs jointly prepare their annual budgets related to the MCA, Senior, middle &*		

front-line managers in all participating ministries (Health Promotion and Disease Prevention Directors in health, Superintendents in school districts, Directors of Youth Programs in police departments etc.) have been consulted about their perceptions of the risks, benefits, boundaries, beliefs and their concerns about the MCAs, The multi-component approaches (MCAs) have regular, designated space within the participating ministry annual reports, The multi-component approaches (MCAs) have specific web pages/sections assigned within their respective ministry web sites, An explicit authorized continuous improvement process is used for the MCAs that enables and requires local agencies, coordinators and schools to identify annual, self-directed improvement targets, These continuous improvement targets are identified and reported within the overall accountability/improvement processes used by the respective ministries		

Rebuilding, Renewing & Transforming Systems
 	
From the [UNESCO Recommendation](#)
- *(p17, s66) To achieve the aims outlined in this Recommendation, and in accordance with their specific contexts, governing structures and laws, Member States should credibly and transparently follow-up and review policies, laws, programmes and practices related to this Recommendation. To this end, Member States should:*
 	
    a) identify the institutions responsible for implementation, follow-up, review and evaluation of this Recommendation;
    (b) adopt a whole-of-society approach by using or establishing multi-stakeholder mechanisms
    (c) in compliance with relevant legislations, norms and standards, and respecting data protection principles, collect, analyse, store, disseminate and promote the use of
	Reports, Analysis, Action Plans to Build Back Better after Covid disruption, Renew School Improvement Efforts or Transform School & Other Systems	- The timelines for significant changes to school and other school systems is rarely discussed in visionary or other documents. W suggest that such changes should be explicitly understood to likely take between 5 and ten years to be implemented and institutionalized. This may include a change or re-election of a government. Is this type of long-term, incremental change thinking evident in the jurisdiction documents?
		
		- Many of the global statements and guidance on school systems reforms have recommended a whole of government (WofG) approach to systems reform. (We define WofG approaches as being focused on inter-ministry coordination and cooperation. However, some of the global statements have used the term "whole of society" or "whole

disaggregated and anonymized data in a timely, reliable, participatory, context-specific and valid manner, including by using existing data collection and reporting mechanisms, and by sharing effective and innovative practices; (d)take appropriate measures to follow-up on the results of review processes. - *(p18, s69) Other partners, practitioners and stakeholders should consider the following actions, taking into account their specific context, roles, responsibilities and capacities:(a)Participating in follow-up and review processes as part of a multi-stakeholder community of practice, contributing to national reporting exercises and, where feasible, producing other relevant reports and accessible materials presenting various perspectives;(b)Seeking training opportunities to develop capacities to participate effectively in follow-up and review processes and to promote the aims and guiding principles embedded in this Recommendation; and(c)Building partnerships between different types of stakeholders to complement each other's expertise and experience and ensure that opinions from multiple perspectives regarding the follow-up and review of this Recommendation are taken into account.* *From the OECD Declaration on Equitable Societies & Education* - *WE CALL on the OECD, through the EDPC, and in collaboration with other relevant OECD committees to support countries to:* *- Identify and explore emerging trends that could shape the future of education and provide them with a platform for peer learning and collaboration in order to learn from and with each other, and with other sectors.* *- Recognise and address the challenges and pressures that stifle innovation and inhibit the change required to achieve a bolder vision for education while maintaining the commitment to education as foundational to fostering democratic*		of community" which mat diffuse the shared accountability of ministries of government to deliver coordinated programs and policies on the overall development and education of children. Has the jurisdiction clarified and committed to a whole of government (inter-ministry) approach? - Many of the global statements and guidance on school systems reforms have identified three simultaneous challenges; rebuilding after Covis, maintaining commitments to inclusive and equitable systems and transforming education systems to meet the needs of the future. Has the jurisdiction identified similar three aspects of systems change? - Many global statements and reports have described steps and pathways to school system reform. Has the jurisdiction described a coherent sequence of steps in addressing the three challenges noted above or for school/other system reforms in general?

and equitable societies.
- Analyse the impact of the Covid-19 pandemic on learners and how countries are effectively addressing this in their respective education systems.

From the Transformation Steps (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)

- *Our suggested steps for system transformation are drawn from the UN a Guidance Note for translating the national commitments into action made at the UN Transforming Education Summit (TES) as well as basic activities undertaken by most education reform efforts which were identified in the joint educators' statement on rebuilding, renewing and transforming school and other systems.The countries could/should consider these steps:*

  a) Agree on and adopt explicit strategic principles such as of whole of government and whole of society approach, focus on inequalities, engage local communities and educators at all levels, empower youth to participate and use evidence to inform policy and practice.

  b) Create wider and deeper ownership of the commitment to transformation by
  (1) *Securing the involvement and contributions of other ministries and agencies and reaching out to local actors*
  (2) *Identifying and planning for key moments and forums at national, within and beyond the education landscape, where the transformation agenda could be at the centre of the policy and financing discussion*
  (3) *Strengthening whole-of-government and inter-ministerial discussions on the role of education in economic and social transformation and the school as a hub for multi-sector program delivery*

(4) Mapping the wider stakeholder network and *(5) Conducting a post-TES or preliminary consultation with stakeholders prior to launching a formal reform initiative. This should include ministries/agencies (e.g. ministries of finance, health, social protection, economic development, planning, labour and environment), sub-national entities, youth and civil society organizations* *(6) Creating a website or a platform where all information on the transformation process is published* *c) Move from commitment to policy and planning to integrate the transformation agenda into existing national policies and plans through:* *(1) a review the national socio-economic development plan to discuss how to integrate education transformation can support that plan through inter-ministerial collaboration* *(2) using inter-ministerial meetings to create commitment to the transformation agenda in education (and other ministries.* *c) Move from **policy and plan to action** by* *- holding <u>regular meetings to share progress</u> reports with administration and school staff or their representatives* *- identifying and <u>planning how to alleviate major bottle necks (critical transition points)</u> with stakeholders* *- guiding and strengthening supervisors and local <u>administrators ability to manage change</u>, create consensus* *- supporting principals, teachers and <u>educators as "action researchers"</u> whose insights can contribute to designing innovative transformation strategies* *- exploring the potential of <u>successful local initiatives</u> to become system-wide reform strategies*		

*e) **Account for commitments, action, and results** by:* 1. *developing an <u>intersectoral</u> (inter-ministry, inter-agency, inter-professional) <u>monitoring matrix</u> which identifies responsibility for follow-up action and <u>resources/competencies/assets needed</u>* 2. *using <u>existing mechanisms at national</u> and sub-national levels (for instance, joint sector reviews; mid-term and final evaluations of plans; annual humanitarian assessments and household surveys; the SDG4 monitoring process) <u>for monitoring</u> the commitments* 3. *promoting the use of <u>qualitative studies by country-level researchers</u>* 4. *using <u>existing global mechanisms</u>, such as the Voluntary National Reports (VNR) to the UN High-Level Political Forum on Sustainable Development (HLPF), periodic review of normative instruments, and the Global Education Meeting (GEM) convened by UNESCO, as milestones/modalities to share their progress.* *f) Establishing and/or acting upon the recommendations of an education reform commission into school and other systems that work within or with schools* *g) Establishing and mandating a formal stakeholder advisory committee to monitor the inquiry and contribute to its report* *h) Commissioning reviews of data, reports, studies and surveys on child/youth safety, health & development as well as student retention and academic achievement, access & participation in early childhood, schooling and post-secondary education/training and youth employment - to feed into the inquiry and report* *i) Conducting specific consultations with representatives and surveys of all relevant personnel including teachers, education support professionals, principals, senior and mid-level managers, facilities, transportation, technology*		

and student services managers, counsellors, psychologists, nurses, social workers, relief air and development workers, education deans and others.		
Rebuilding After Covid, Pandemic Preparedness, Preventing Infectious Diseases *From the [UNESCO Recommendation](#))* - *(p11, s33) Member States should also pay attention to the particular requirements of the legal and ethical challenges of hybrid learning, including those which concern the protection of learners' and teachers' personal data, in terms of safeguarding equitable access and respect of the human rights and fundamental freedoms (e.g., privacy) of learners and teachers* *From the [Joint Educator Statement](#)* - *Current rebuilding efforts have been focused on Covid-specific problems, such as closing/re-opening schools, communications with parents, remote learning, measuring academic "learning losses" and providing mental health services. Broader, longer-term, and coordinated responses to Covid and other infectious diseases are required. Multi-intervention programs to prevent infectious diseases should include greater investments in school feeding programs, improved health & life skills education, better social and emotional learning through increased extended educational activities and classroom instruction, increased use of school-based pandemic, regular and popup vaccination campaigns and strengthened/enforced vaccine policies, better student records in coordination with local public health clinics/[physicians offices, 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 for lost learning are available to all students. New and better strategies to recruit and retain educators into the workforce*	*- reports, guidance, policies on providing education during Covid pandemic* *- reports/plans on repair & recovery after Covid (specific programs & changes)* *- Plans, policies, programs Preparing for the next Pandemic, Preventing Infectious Diseases*	- Is/has the education ministry and other ministries made the policy and other changes to respond adequately to disease outbreaks and pandemics? These usually include opening and closing schools due to outbreaks, in-school precautions, providing remote learning to all, continuing school meal programs, informing parents, etc? - Is the ministry of education, working with other ministries, planning and preparing adequately for the next pandemic and/or to prevent infections diseases? These could include strengthening health & life skills education to prevent infectious diseases/promote health literacy, expanding access to extra-curricular or extended learning activities to promote school attachments and social development, retrofitting schools with better ventilation systems, strengthening and enforcing policies on childhood vaccinations, making better use of school vaccination campaigns and school health nurses and more.

are urgently needed. The 2030 targets for expanding the education workforce were already not being met, and the pandemic has caused many more to leave. *From the OECD Declaration on Equitable Societies & Education* - *WE CALL on the OECD to support countries to: Analyse the impact of the Covid-19 pandemic on learners and how countries are effectively addressing this in their respective education systems.* *From the UNICEF-ISHN-SFU Country Survey* - *Survey Question #9 (conducting review after covid?) (which actions – several improvements including mental health services, remedial education fore learning losses, internet access, ventilation, alternative delivery of school meals, improved health & life skills education etyc OR several reforms such as morez emphasis on custody & socialization functions, different pathways to student success, expanding extra-curricula learning, positioning school as a hub within the community,*		

Renewing commitments to Inclusion, Equity and SDG Goal 4
 	
From the OECD Declaration on Equitable Societies & Education
- *WE ARE COMMITTED to developing education systems that help every learner to reach their potential by promoting a diversity of learning pathways and innovative learning environments, and ensuring high quality teaching, including effective professional development of educators throughout their careers.*
 	
From the Joint Educator Statement
	- reports/plans on continuing with previously planned system improvements (e.g. Goal 4 of UN SDGs, existing jurisdiction plan already underway
	
	- Quality Assurance and Skills Development (web page)
	
	QMS
	   o QMS Collective Agreement No. 2 of 2020
	   o QMS Training: Frequently Asked Questions
	   o Supplementary online resources to support implementation of QMS for principals
	   o QMS Comprehensive School Resource Package
		- How does the jurisdiction set and monitor goals and objectives related to SDG Goal 4 (education)? (ie inclusion and equity as overarching goals, with the SDG targets following) (Note the jurisdiction may have established inclusion and equity goals without referring to the SDGs)

Excellence in schooling is not achieved unless and until disadvantaged or vulnerable students are included and are achieving at equitable rates. School systems monitoring, reporting and improvement efforts must begin with a focus on inclusion and equity. Therefore, achieving the targets of Goal 4 (Education) of the UN goals for 2030[18] should remain as a priority to school improvement and reform in all jurisdictions.
 	
Countries need to identify the barriers to inclusion and equity which are most significant in their context. There are several UN Declarations for specific barriers such as those impacting indigenous communities[19], that describe these barriers and there are several well-developed UN strategies[20] that can provide guidance[21],[22],[23]. (See list from UNESCO Recommendation)
Then countries need to create and maintain sustainable intersectoral partnerships and coordinated sets of policies, services, and programs to address those barriers. Several proven intersectoral policy-program frameworks are available to coordinate the policies and programs but evidence and experience show these frameworks are not sustainable without resource commitments from all ministries and a whole of government approach led by a designated agency or the first minister's office.
	EMS PMDS
	  o Job Descriptions for office-based educators
	  o Office based educators - Collective Agreement 3 of 2017
	
	Whole School Evaluation
	  o National Policy on Whole School Evaluation
	  o School Improvement Plan Template (2022)
	  o School Self-Evaluation Instrument
	
	Skills Development
	  o Skills Development Guidelines for Employees in the Sector
	
	● National Education Evaluation and Development Unit (NEEDU) (web page)
	  o District and school selection
	  o Indicators of curriculum delivery
	  o Ministerial Committee Report
	  o NEEDU Bill
	  o NEEDU National Report 2012
	  o NEEDU National Report 2013
	  o Presentation to PPC
	  o Speech by Prof. Volmink
	
	     ▪ Policy Brief 1 - Use of teaching time
	     ▪ Policy Brief 2 - Implementing SIP
	     ▪ Policy Brief 3 - Target setting
	     ▪ Policy Brief 4 - Effective assessment
	     ▪ Policy Brief 5: Teacher collaboration
	     ▪ Policy Brief 6: Differentiated Teaching
	     ▪ Policy Brief 7A: Item analysis	

	▪ [Policy Brief 7B: Error analysis](#) ▪ [Policy Brief 8: Instructional leadership](#) ▪ [Policy Brief 9: Cooperative learning](#) ▪ [Policy Brief 10: Professional Teacher Development](#) ▪ [Policy Brief 11: Enabling conditions](#) ▪ [Policy Brief 12: Academic press and social support](#) ▪ [Policy Brief 13: Making subjects relevant and interesting](#) ▪ [Policy Brief 14: Effective homework](#) ▪ [Policy Brief 15: Parental Involvement](#) ▪ [Policy Brief 17: Community involvement](#) ▪ [Policy Brief 18: Networking](#) ▪ [Policy Brief 19: Looping](#) ▪ [Policy Brief 20: Exam preparation](#)	
Transforming School & Other Systems *From the [Joint Educator Statement](#)* - *The processes used to decide on the why, what, how and when of transforming school and other systems also important. National transformation efforts should include education reform commissions, advisory committees of stakeholders & employed professionals, reviews of data on*	*- reports/plans on reforming, transforming or re-imaging school and other systems in the future* ● [Quality Learning and Teaching Campaign (QLTC)](#) o [Guide for QLTC Structures English](#) (available in several African languages)	- Has the jurisdiction recently developed a plan for transforming the education and other systems that work with schools? - If so, how was that review and plan developed? Are consultations with stakeholders described in the reports?

child/youth safety, health & development as well as student retention and academic achievement, access & participation in early childhood, schooling and post-secondary education, commissioned research and system assessments, and strengthened programs to monitor, report, evaluate which feed directly into established school/agency improvement planning and budgeting processes.		- If the report/plan to transform the system has been developed, how well is the implementation going? - If an education reform commission was established, did it follow generally accepted [good practices](#) for such education reform commissions?
(From a related description of effective [education reform commissions](#) derived from the joint educator statement - *Effective education reform commissions share a number of characteristics and many commissions have had significant impacts within their countries and beyond, Education reform commissions to chart educational reforms can be an important step in most transformative reform initiatives that promote inclusive, equitable education and the overall development of children and youth.* - *Jurisdictions should consider the why, how and the what of such commissions from the outset.* - *the mandate of the education reform commission should explicitly refer to the underlying or overarching goals of inclusion of all students, equitable results, a broad range of education system goals and the promotion of the overall development of children & youth (whole child, every child)* - *the commissions should explicitly describe the social, economic and political context of their jurisdictions as well as identify the urgent or significant social, technological, economic, environmental, or political events or trends that have prompted the government to create the commission (1). In the 20th century, these included rapid construction of schools as the industrial revolution sent both parents to work, increased need for state planning and large corporations, especially after the world wars, and the ensuing increased birth rates, In the early 21st century, these include the climate crisis, wars and*		

conflicts/national security, knowledge-based/gig/self employment/big data driven industries, social media/self-publishing and artificial intelligence, breakdowns of social cohesion and political systems, local, national and global infectious disease outbreaks/pandemics, reduced or extreme influence of religion in many societies, reduced birth & marriage rates and liberation and reconciliation movements to correct the social injustices of the past - *Including a wide variety of experts and stakeholders from within education and other sectors can broaden the scope and impact of the reform commission.* - *Commissions should identify and promote educational strategies and pedagogy that will better meet the needs of students in the next several decades. In the later part of the 20th century, these included requiring and supporting all students to attend school, providing free public education, governments taking control of education from churches and most local communities, modernizing and standardizing curricula and teacher qualifications, adopting the theories of educational researchers such as Dewey and Friere, adding vocational and employment to the social and basic literacy functions of schooling, supporting at risk students, rapid expansion of post-secondary education and its influence on secondary schooling and others. In the early part of the 21st century, these educational changes will likely include a student centered focus, offering a broad range of learning opportunities in core curricula, extended educational activities and alternative forms of schooling (including remote and online learning), revising traditional curricula and teaching/learning strategies to implement statements of generic student competencies and student agency, increasing benefits, career planning and professional motivation of classroom teachers in response to low teacher morale and teacher retention rates, diversifying the education workforce (including the professionals in schools*		

employed by other ministries & agencies, ongoing need for well-defined scope and sequence learning in subject curricula and textbooks while expanding the use of inter-disciplinary, experiential, individualized and online learning, delegating educational authority to indigenous and minority cultural communities

The systems effectiveness criteria and/or purposes of schooling to be used by Education Reform Commissions 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 should also be assessed using a variety of sources. These include reviews of the existing data on child/youth safety, health & development, access & 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.

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 should be identified as targets for reform.

Commission reports should describe the consultations and surveys undertaken in their work and how the points raised are being/have been considered in their report (s).

Commission recommendations should be supported by research evidence as well as reports on related local pilot projects ensuring the relevance of the research and programs to the local context.

Commission recommendations should prioritize reforms that are sustainable in the long term, considering factors such as funding sources, capacity-building efforts, and institutional support structures.

Monitoring, Reporting, Evaluating & Improving Policies & Programs
 	
From the UNESCO Recommendation
- *(p9, s17) Member States should ensure good governance in education and other social accountability measures including regular monitoring, follow-up and reflective reviews. Practices that bolster accountability and transparency should be put in place.*
- *(p9, s17) Member States and other stakeholders should engage cooperatively in governance, policy-making, monitoring, evaluation and reporting with due respect for each others' responsibilities, roles and mutual accountability.*
 	
From the UNESCO Recommendation
- *(p6, Introduction) Further recommends that Member States report to the General Conference, at such dates and m such manner as shall be determined by it, on the action taken by them in pursuance' of this Recommendation*
- *(p17, s64) The purpose of follow-up and review is to understand and document how Member States ensure the implementation of this Recommendation, to assess its implementation and outcomes, to provide suitable feedback mechanisms, to improve its implementation and to support the development of appropriate laws, policies and strategies, to identify and address challenges, to share examples of effective practices and to strengthen peer learning and cooperation*
- *(p17, s 65) Review and evaluation processes, at all levels, should be transparent, participatory, inclusive, meaningful, and ensure effective participation of all stakeholders to improve educational processes. They should encourage collaboration at the local, national, regional and international levels.*
	Guidance, Policies, Procedures on Monitoring, Reporting, Evaluation, Improvement (MREI) practices
	
	● National Commitments and Policy Instrument (NCPI) Narrative Report-South Africa 2019 c
	
	- *Administrative Procedures, Guidelines, Admin Reporting (EMIS), student records etc.*
	
	- EMIS - Education Management Information Systems (web page – D)
	  ○ 2019 ECD Survey: Capturing Tool
	  ○ ANNUAL SURVEY Ordinary Schools (2014)
	  ○ SNAP SURVEY Ordinary Schools (2014)
	  ○ REPORT ON THE 2009/2010 ANNUAL SURVEYS FOR ORDINARY SCHOOLS (nd)
	  ○ ANNUAL SCHOOLS SURVEYS: REPORT FOR ORDINARY SCHOOLS 2010 AND 2011 (2013)
	
	including school improvement programs & procedures
	
	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.	

- *(p17, s66) To achieve the aims outlined in this Recommendation, and in accordance with their specific contexts, governing structures and laws, Member States should credibly and transparently follow-up and review policies, laws, programmes and practices related to this Recommendation. To this end, Member States should:* *a) identify the institutions responsible for implementation, follow-up, review and evaluation of this Recommendation;* *b) adopt a whole-of-society approach by using or establishing multi-stakeholder mechanisms;* *c) n compliance with relevant legislations, norms and standards, and respecting data protection principles, collect, analyse, store, disseminate and promote the use of disaggregated and anonymized data in a timely, reliable, participatory, context-specific and valid manner, including by using existing data collection and reporting mechanisms, and by sharing effective and innovative practices; and* *d) take appropriate measures to follow-up on the results of review processes.* - *(p17, s67) To support Member States, UNESCO should:* *a) contribute to strengthening research- and evidence-based analysis of, and reporting on, laws and policies regarding this Recommendation;* *b) collect and disseminate progress, innovations, research reports, scientific publications as well as data and statistics regarding the provisions of this Recommendation in cooperation with relevant regional and global organizations, building on existing tools;* *c) support the development of appropriate, reliable, valid, comparable and cost-effective means and tools to enhance the capacities of national data systems;* *d) provide relevant stakeholders and focal points with targeted technical assistance, including training and capacity-building support, and encourage the creation of national networks of*	- [Umthente Uhlaba Usamila: the 3rd South African National Youth Risk Behaviour Survey 2011](#) -	

stakeholders and practitioners to contribute meaningfully and effectively to the follow-up and review processes.
- *(p17, s68) Member States and UNESCO may consider creating observatories at the local, national, regional or global level, as appropriate, including repositories of materials, resources and data, concerning the implementation of this Recommendation, which all stakeholders can access and can contribute to. They may build upon existing experiences of relevant clearinghouses, to facilitate the exchange of ideas, creative applications and exemplary practices.*
 	
From the follow-up Guidance Note from the UN Transforming Education Summit (2022)
- *Indicative strategies and initiatives*
 	
  • Develop a monitoring matrix which identifies responsibility for follow-up action and resources/competencies/assets needed for the successful implementation of this action.
  • Use existing mechanisms at national and sub-national levels (for instance, joint sector reviews; mid-term and final evaluations of plans; annual humanitarian assessments and household surveys; the SDG4 monitoring process) for monitoring the commitments.
  • Review and adapt existing EMIS and monitoring and evaluation frameworks (in particular, the SDG 4 monitoring framework and national plan indicators) to integrate the specific indicators on the follow-up to the TES.
  • Promote the use of qualitative studies by country-level researchers that provide insights into the performance of different actors and the context within which they work.
 	
From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems)
- *16. well-designed (c) monitoring, reporting, evaluation and improvement (MREI) systems.*		

Monitoring frameworks and processes should include (d) reliable, multiple indicators used over time and covering relevant social, economic, cultural and family factors (context), student health and development status and behaviours (inputs), ministry, agency, school and professional practices, policies, programs and capacities (processes), equitable student access & success, in-school health, safety and conditions and student learning about a broad range of subjects (outputs) that are relevant to population outcomes over the life course, but such outcomes are affected by conditions and programs occurring later in life. (e) Reporting activities can include regular program reports and updates, school-focused award/accreditation programs, student achievement in several subjects, participation rates in extra-curricular activities, incident rates and reports on student behaviours in schools and near school facilities, and employee, parent and student satisfaction surveys, external expert reviews on several aspects of schooling, and periodic policy/program surveys.

These MREI systems should be the basis of, guide and inform (f) school administrative handbooks published by education ministries, (g) data systems (EMIS), internally and externally supported (h) surveys, and holistic (i) status reports on overall child/youth development and education. Periodic (j) composite portraits/reports of overall child and youth development and educational inclusion & student learning should be published every few years at the whole of government level based on synthesized reports from these data sources.

From the [UNICEF-ISHN-SFU Country Survey](#)
- *Survey question #49 – does mOE and other ministries define an annual set of priorities for HSPSSD development?*
- *Survey question #62- are there standardized MREI systems in lace for all MOE programs? (survey asked about MCAs)*

- *Survey question #63 is MRE connected to system/school improvement systems ?* - *Survey question #66 – is there a admin data (EMIS) system? Is itx used to evaluate programs?*		

Empowered, Accountable, Effective Employees
 	
From the [UNESCO Recommendation](#)
- *(p 13-14, s42) Teachers and education personnel play a key role in advancing the aims of the Recommendation as they carry out their educational responsibilities in formal and non-formal learning settings. Recognizing the direct influence of teacher motivation on the quality of education, Member States should strive to motivate the teaching personnel both extrinsically and intrinsically, to recognize their contribution, to hear their voice, and to improve their status and working conditions, valuing their role in society, trusting, selecting, supporting, preparing and certifying them to support the aims of this Recommendation through actions such as:*
 	
a) Encouraging, providing and facilitating teacher and education personnel continuous professional development opportunities that support them in committing to and promoting human rights and the guiding principles set forth in this Recommendation and teach such principles in a way that they are understood and applied in practice by all learners;
b) Ensuring freedom of expression and opinion, as well as access to information, guaranteeing teachers', researchers' and education personnel's academic and intellectual freedom and respecting their autonomy and professionalism in teaching and research, especially for higher education institutions (HEI). To do so, appropriate institutional mechanisms, structures and governance should be put in place, as well as inclusive and equal opportunities for continuing professional development serving these purposes;
	References, Copies to Legislation, Regulations on Occupational Health & Safety
	
	Copies of Collective Agreements with Unionized Staff (Teachers, Other Professionals) as well as comparable policy documents or guideless on salaries and working conditions of other employees (eg principals)
	
	National/State Policies, General Requirements for Teacher/Educator Certification, Education, Development & Work Force Planning
	
	● Funza Lushaka Bursary for Teacher Education ([summary](#), [application form](#))
	
	National/State Policies, Plans and Guidance on Diversified Staffing and Inter-professional Work and Training
	
	National/State Declarations, Policies and Action Plans on education and leadership development of school principals, other specialised educators and education support staff
	
	    School Counsellors
	
	    School Psychologists
	
	    Pastoral Counsellors
	
	    School Principals
	
	    Education Assistants & Support Professionals
		• Has the jurisdiction made a commitment to educator wellness?
		
		• Has the jurisdiction made a commitment to the professionalization of its workforce, recognizing educators as system leaders, and providing support to develop their skills and capacities?
		
		• Does the collective agreement, government budget or local authorities provide a specified amount of funding to each employee for self-directed or collaboratively planned continuous professional development?
		
		• Does the jurisdiction have long-term workforce development plans for each category of employee that include training, development, predicted staffing levels, retirement, and dropout rates etc.?
		
		• Does the jurisdiction have a policy/plan for the inter-professional development of educators across several sectors?
		
		• How is the jurisdiction responding to the shortages of educators? Are teacher education institutions involved in establishing on-the-job programs that properly provide

c) Supporting the ongoing development of teachers' and education personnel's interdisciplinary knowledge of world challenges and human rights, thereby enhancing their global awareness, as well as their abilities to foster the cognitive, social and emotional and behavioural competencies needed to achieve the aims of this Recommendation;
 	
d) Providing opportunities for professional collaboration and peer-learning, the creation of networks, and international exchanges in pre- and in-service programmes;
 	
e) Supporting opportunities for collaboration among all educational and other relevant stakeholders – including teachers, education personnel, learners, education authorities, local communities where relevant, Indigenous People and their heritage-bearers, artists, cultural professionals, parents and caregivers, – to co-design, implement and review education programmes, materials and resources, including through open educational resources, and tapping into the potential of already scaled and available technologies, enabling them to learn from each other, including in and through international forums and exchanges, and the creation of international networks;
 	
f) Motivating educators to commit to the principles underpinning a culture of democracy, peace, human rights, sustainability and global citizenship as part of teaching standards and competency frameworks for teachers and students, guiding teacher professional development;
 	
g) Encouraging and facilitating the national and international mobility of teachers, the exchange of national and regional experiences, as well as meetings for socialization and implementation of scientific results with diverse scopes;
 	
h) Encouraging and facilitating opportunities for continuous professional development, including through offline, online, distance and hybrid modalities, to equip teachers with the skills outlined in this Recommendation. This should incorporate digital skills and other capacity building, as well as the promotion of opportunities for the
	Mid-Level/Senior Managers
	
	Workforce Development & Planning for Educators
	
	Other ministry National/State Declarations, Policies and Action Plans on initial education and development of their respective categories of staff that work with schools (e.g. nurses, social workers, aid workers, police officers, security/civil protection.
	
	    Early Childhood Educators
	
	    School Nurses
	
	    School Physicians/Links to Clinics/Physicians Offices
	
	    School Social Workers
	
	    In-school care workers
	
	    School Resource Officers
	
	    School Security/Civil Protection Staff
	
	    Youth Workers
	
	    Relief & Development Aid Workers
	
	- *Employees wellness policies*
	
	- *Occupational health & safety laws and regulations (including references to ILO standards*
	
	- *Funding for teacher and or educator CPD in collective agreements, or policies or base funding*
		emergency hired staff to acquire their normally required qualifications?

development of research and projects as part of the continuing education of education professionals. *i) Providing continuous professional learning, updated information, resources, and advice to those entrusted with leadership, management, supervisory, mentoring or advisory responsibilities, enabling them to empower teachers and education personnel in achieving the aims of this Recommendation.* - *(p14, s43) To foster inclusive, participatory, intercultural and innovative educational environments, Member States should enable public institutions, academic bodies, teachers' associations, unions and communities to dialogue, share best practices and strive to work together to develop, in line with human rights and the guiding principles of this Recommendation, professional standards as defined by the profession itself to which all education professionals could adhere and which provide security and support for teachers', education personnel's and learners' well-being, especially those in emergency and crises-affected situations* *From the UN Secretary-General Vision Statement* - *(p5) The capacity, agency, and autonomy of teachers must be broadened, empowering them to design, interpret and manage the curriculum and to adapt and prioritize content and pedagogy. This includes implementing and mainstreaming context-responsive learning options, pedagogies, and curricula in diverse forms, assessment strategies and expected learning outcomes, from high tech to low-tech, and no-tech contexts. The global teacher shortage must be tackled head-on, including by making the teaching profession more attractive for younger generations. This calls for decent working conditions and an enhanced status of teachers, including through wages comparable with professions requiring similar levels of qualifications, and continuous professional development. Recruitment and promotion*	*Workforce Development & Planning for Professionals from Other Sectors*	

mechanisms for teachers must also become more equitable, fair, and non-discriminatory, ensuring opportunity for women and people from vulnerable and marginalized groups. Integrated teaching career management systems can also foster constant professional development. Monitoring and evaluation of teaching is essentialto support accountability and to ensure effective learning outcomes and the efficient use of educational investment. Finally, educational systems must ensure the participation of teachers in the formulation of educational policies, including curricular and pedagogical transformation. Their right to organize themselves is fundamental.

From the Education Commission/EDC/Dubai Foundation report on Rewiring Education (2022)
- *(p36) Education systems should "create student-centered "learning teams" that bring together teachers, parents, the community, education support personnel, school and district leaders, and health and social sector professionals to ensure learners' numerous needs are met while enabling teachers to focus on teaching. Learning teams can also facilitate peer learning and collaboration within and between sectors and different stakeholders… Health and social service professionals can collaborate with schools to meet the diversity of students' physical and mental health needs, particularly for children experiencing conflict crisis. Over time, learning teams can build networks across schools and sectors and use evidence to transform education systems into learning systems that are self-improving and adaptable to change."*

- *From the OECD Declaration on Equitable Societies & Education*
- *WE CALL on the OECD to support countries to: Recognise and address the changing roles of education professionals and develop policies that empower them*

From Systems Elements (derived the Joint Educator Statement on Rebuilding, Renewing & Transforming Systems) - *22. Empowering and supporting (a) autonomous and accountable professionals at all levels across several systems is essential. (b) Professional codes of conduct, (c) school-based management, (d) distributed leadership and use publicly accountable (e) colleges or boards that establish standards of practice & training or other variations in delegation of authority to designated professionals when appropriate.* - *12. Transforming (a) initial teacher education, (b) ongoing teacher/educator development and (c) certification/additional qualifications for other categories of educators and (d) other professionals to promote inclusion and equity.* - *17. Establishing long-term (a) workforce development plans, ongoing (b) professional development programs, and (c) accreditation standards for initial or pre-service education for teachers and (d) several categories of personnel in education, other public agencies, relief/development agencies, and voluntary/philanthropic sectors that work within or with schools.* *From the UNICEF-ISHN-SFU Country Survey* - *Survey question #67 – has jurisdiction assessed demand, supply, qualifications readiness of HSPPSD personnel? Of all personnel? Are there work force plans for each category of educator?* - *Survey question #71 – recent studies of educator or other employees backgrounds, beliefs, working conditions, professional norms etc on their work?*		
Assorted Reports, Journal Articles, Databases, Observatories Analyses on the country from Secondary sources and Online Searches including: (*These global, regional reports, databases and observatories can be used to identify ministry*		

documents which may not be published on government web sites)		
Additional reports, documents from Global Collections, Observatories and Databases on policies, plans, issues and initiatives ● National Commitments & Statements from the 2022 UN Transforming Education Summit - National commitment statements (Scroll down past map to Quick country links - note follow the related web links for each jurisdiction to other UN/global sources (e.g. Planipolis, SDG 4 scorecard and the Global Education Observatory ● Global Education Observatory - SDG 4 Benchmarks - Covid 19 Responses - Scoping Progress in Education - Visualizing Indicators of Education for the World (VIEW) - out-of-school and completion rates - International Standard Classification of Education (ISCED) (structures of national education systems) - SDG4 Data Explorer - Technical Cooperation Group on SDG4 Indicators - Educational Management Information Systems ● UN Dashboard of Country Commitments and Actions to Transform Education ● Global Platform for Gender Equality and Girls and Women's Empowerment in and through Education's Accountability Dashboard ● UNESCO Resource Centre on Health & Education	*Documents, reports from secondary sources*	

• UNESCO Clearinghouse on GCED
 	
• Planipolis
 	
• WHO Database Global Implementation of Nutrition Actions (GINA)
 	
• UNESCO PEER (Education Profiles Policy Database:
 	
  - Inclusion
 	
  - Regulating Non-State Actors
 	
  - Climate Education
 	
  - Financing for Equity
 	
• UNESCO World Inequality Database on Education
 	
• MGEIP-UNESCO SEL
 	
• OECD Survey on Social and Emotional Skills
 	
• NASBE Database of USA State Laws, Policies
 	
Global, regional, (national reports for regions, countries, states, provinces)
 	
• WHO (2021) Rapid assessment of national school health programmes in countries of the WHO SE Asia a summary, WHO SEARO
• Healthy Caribbean Coalition (2019) Rapid Assessment of the School Nutrition Policy Environment In Select Caribbean Countries (Author)
• UNICEF Evaluation Reports Database
• African Union. (2021) African Union Biennial Report on Home-Grown School Feeding (2019-2020). Addis Ababa, African Union.		

- UNESCO (2023) [Ready to learn and thrive: school health and nutrition around the world](), Paris, UNESCO

Global, regional, (national surveys)

- [Global Student Health Survey]()

- [Health Behaviours of School Age Children]()

- [Global Youth Tobacco Survey]()

- [OECD Tracking of youth NEET]()

- Global Tracking of Out of School Youth

- [Global School Meal Survey]()

- State of School Feeding Reports

- WHO Maternal, Child, Adolescent Health Survey

- WHO Nutrition Policy Survey

- World Bank SABER Self-Assessments

- Schools for Health in Europe Survey

- National Association of State Boards of Education

- Child Trends USA

  - State Report

  - Federal Report

● UN Surveys on Country Responses to Covid ● European Union		
(Report briefly on <u>Online searches</u> conducted here)	*Documents, reports from online searches* ● Delany-Moretlwe S, Kelley KF, James S, Scorgie F, Subedar H, Dlamini NR, Pillay Y, Naidoo N, Chikandiwa A, Rees H. (2018) <u>Human Papillomavirus Vaccine Introduction in South Africa: Implementation Lessons From an Evaluation of the National School-Based Vaccination Campaign</u>. Glob Health Sci Pract. 2018; 6(3): 425-38. doi: 10.9745/GHSP-D-18-00090 ● Milondzo, T.; Meyer, J.C. Dochez, C.; Burnett, R.J. (2022) <u>Human Papillomavirus Vaccine Hesitancy Highly Evident among Caregivers of Girls Attending South African Private Schools</u>. Vaccines 2022, 10, 503. doi.org/10.3390/vaccines10040503 ● Centers for Disease Control and Prevention (CDC), Global Clinical and Viral Laboratory (South Africa), Human Sciences Research Council, National Institute for Communicable Diseases (South Africa), South African Medical Research Council, University of Cape Town. (2016) South Africa National HIV Prevalence, Incidence, and Behavior Survey 2011-2012. Pretoria, South Africa: Human Sciences Research Council, 2016. ● Department of Social Development, Western Cape Government (South Africa), South African Medical Research Council, United Nations Office on Drugs and Crime (UNODC). (2011) South Africa - Western Cape Survey on Substance Use, Risk Behavior and Mental Health Among Grade 8-10 Learners in Schools 2011.	

	- Raman J, Morris N, Frean J, Brooke B, Blumberg L, Kruger P, Mabusa A, Raswiswi E, Shandukani B, Misani E, Groepe M-A, Moonasar D. Reviewing South Africa's malaria elimination strategy (2012–2018): progress, challenges and priorities. *Malar J*. 2016; 15(1). - Aaron GJ, Friesen VM, Jungjohann S, Garrett GS, Neufeld LM, Myatt M. Coverage of Large-Scale Food Fortification of Edible Oil, Wheat Flour, and Maize Flour Varies Greatly by Vehicle and Country but Is Consistently Lower among the Most Vulnerable: Results from Coverage Surveys in 8 Countries. *J Nutr*. 2017; 147(5): 984S-994S. - Armstrong MEG, Lambert MI, Sharwood KA, Lambert EV. Obesity and overweight in South African primary school children -- the Health of the Nation Study. *S Afr Med J*. 2006; 96(5): 439-44.	

End Notes (Providing Excerpts referred to in the Topics & Sources Column above)