

Coherent Transformation of School and Other Systems to Promote Inclusion & Equity: Good Practices & Examples

Introduction

As we approach the 2022 UN Transforming Education Summit (TES), an undertaking that seeks to engage hundreds of countries and organizations in a wide-ranging discussion about the futures of education and schooling, it is necessary to clarify the terms “transformation” and education”. If we are not clear about “what” is to be transformed, “how” it is to be transformed and “why” transformation is necessary, then it is less likely that we can develop coherence and consensus of “who” is to do the transforming and “when” they can do it.

This summary is the basis for and continuation of a submission which was to be submitted to the “best practices” collection developed by the organizers for the [UN Transforming Education Summit \(TES\)](#) in September 2022. The limits of time and human resources caused us to miss the deadline for the TES. However, we are pleased to take the opportunity to continue this discussion with the publication of the [Joint Statement on Rebuilding, Renewing and Transforming School & Other Systems](#).

The TES form for collecting best practices, indeed, most of the TES discussions thus far, have been generated on the ideas presented by those outside of school systems such as civil society organizations, the private sector, foundations, coalitions, and networks. They all make well-argued demands for change from the outside. This submission tries to present, albeit briefly, an insiders view of the core elements of school systems that will, inevitably, need to be changed, if any of the external demands are to be met. We strongly suggest that coherence among these elements of school systems is absolutely necessary if the planned changes to the system are to be successful and sustainable.

A third clarifying concept would also be helpful for TES to make could be to define the effects, size, and scope of the intended change. In many discussions of education “reform”, distinctions are made between educational “improvements” or “innovations” that change specific conditions, practices, policies, or programs and educational “reforms” which change the purposes, participation, or structures of school systems^{1, 2, 3}. In some of the TES discussions thus far, the word “reform” is apparently no longer sufficient, so the term transformation has been used. This expansion of the concept of change is likely to further confuse rather than clarify discussion of specific actions.

Transformative Education or Transforming School (& Other) Systems?

In one sense, education is always transformative for the students who participate and complete primary and secondary schooling. The acquisition of basic literacy and numeracy skills, interactions with trusted adults outside of their families, making friends and forming relationships, being provided structured opportunities to play or pray, exploring the world of music, dance, art or technology, finding a safe haven during the day from a many different kinds of problems and identifying/reporting threats of abuse, neglect or exploitation are all part of the normal school day in all schools. The “transformation” of young people during their 12-17 years of

¹ Claudio-Rafael Vasquez-Martinez, Graciela Giron, Ivan De-La-Luz-Arellano, Antonio Ayon-Bañuelos (2013) [The Effects of Educational Reform](#), in [Education in One World](#). Perspectives from Different Nations, BCES Conference report, Volume 11, Bulgarian Comparative Education Society

² Setiawan B (2022) [The Anxiety of Educational Reform and innovation: Bridging of Top Down and Bottom-Up Strategies within Practice Educational Reform of Curriculum in Indonesia](#), Studies in Philosophy of Science and Education, Vol. 1, No. 2, August 2020 : 87-96

³ McCall, D. (1982). [Evolution and revolution: Secondary school changes for Ontario and Quebec](#). McGill Journal of Education, 17, 111-118.

schooling is gradual and the scope and efforts required by educators for all children and every child not always appreciated. Nevertheless, successfully completing a good primary and secondary education is truly consequential for all students.

However, the absence of the normal transformative education process on individual students is more apparent when the breadth of the learning opportunities is narrowed to focus only on the 3Rs/preparation for university or is disrupted by individual health problems or a pandemic or when marginalized students do not benefit from the normal school-based opportunities that should be offered. As well, some specific intersectoral interventions in schools are transformative or life altering on their own. These include school meals, vision and hearing tests, violence/bullying prevention, positive behaviour interventions and others.

The report on the 2021 UNESCO forum on transformative education⁴ provides a good definition of “transformative education” and its effect on students. We have inserted key concepts in parenthesis within this UNESCO text to highlight what should be considered as high-quality essentials for transforming school systems.

“Transformative education should manifest into positive action – whether it is through cooperation, collaboration, peace building, inclusion, safety, health, well-being, or sustainability. **(student-centered, student agency)**

To be truly “transformative”, education must pay greater attention to the quality of the learning environment (formal or non-formal) and school climate. It needs to pay attention to the local context **(cultural foundations)** that directly affects learners and their communities. In addition, by preventing and addressing school violence and discrimination, it must create a nurturing, safe, supportive, and peaceful learning environment where learners will feel valued, acknowledged and included in the learning community. **(Benefiting all students, especially marginalized children).**

Transformative education implies the adoption of whole school approaches. That means that fundamental principles such as human rights, inclusion and sustainability are included in every aspect of school life including teaching content and methodology, facilities, school governance and cooperation with partners and communities. Likewise, it is necessary to redefine the relationship between schools, parents, and local community stakeholders to create a community spirit promoting responsibility and respect for one other. In this regard, many participants highly recommended widening the whole school approach to “whole of community” **(whole school, whole community, intersectoral coordination, whole government)** and extending it to non-formal approaches. For this purpose, transformative education should be implemented in consideration to every community’s own local context where all members of the community are able to share and exchange their knowledge and experiences.

Transformative education puts in place an experiential and explorative learning that involves “head, heart and hand” through cognitive, socio-emotional, and behavioural dimensions **(holistic view of student competencies& pedagogy)**. In addition, the inclusion of formal, non-formal and informal education is essential to fostering transformation for children, youth, and adults in a life-long learning approach **(breadth of learning opportunities)**. It is also important to empower students, educators, and other stakeholders **(workforce development planning)** to co-create pedagogies, materials, and monitoring mechanisms in order to create **(monitoring to improve, not only to account or report)** a sustainable and inclusive future to all.”

It is useful to note here that this recent UNESCO definition of “transformative education does not differ significantly from other substantive descriptions of high-quality schooling. For example, a paper prepared for

⁴ UNESCO & APCEIU (2022) [5th UNESCO Forum on Transformative Education for Sustainable Development, Global Citizenship, Health and Well-being: recommendations for action towards transformative education](#), Paris, UNESCO, p 4

UNICEF⁵ in 2000 is remarkably similar. Indeed, the paper prepared for UNICEF more than two decades ago could have been easily used as a preface to the 2022 UN Summit. Here is that earlier definition:

“Children have a right to an education, a quality education.

Quality education includes:

- *Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities.*
- *Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities.*
- *Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy, and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.*
- *Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.*
- *Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.*

This definition allows for an understanding of education as a complex system embedded in a political, cultural, and economic context. (This paper examines research related to these dimensions). It is important to keep in mind education’s systemic nature, however; these dimensions are interdependent, influencing each other in ways that are sometimes unforeseeable.

There have been several global vision statements published before, at and after the UN Transforming Education Summit. These include the:

- UNESCO [commission report on the futures of education](#) which was built upon several previous reports such as the Delors Commission
- OECD [Declaration on Building Equitable Societies Through Education](#) and ensuing series of webinars as well as its ongoing discussion of educational change and improvement
- Education Commission and Dubai Cares [initiative on rewiring education](#) that emphasizes intersectoral action and diversification of the education workforce
- Salzburg Fellows statement/activities and initiative on [A New Education Story: Three Drivers to Transform Education Systems](#)
- Section 49 of the 2022 UNESCO [Recommendation on education for peace and human rights, international understanding, cooperation, fundamental freedoms, global citizenship and sustainable development](#) calls for high quality, inclusive, equitable, and relevant primary and secondary education that promote children’s well-being, joy and health and which 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

It is fitting to close this discussion of visionary transformational education by reviewing the vision statement prepared by the UN Secretary General for the UN Transforming Education Summit held in September 2022.

⁵ UNICEF (2000) [Defining Quality in Education](#), A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy June 2000, New York, UNICEF

UNESCO has noted that “The Secretary-General’s [Vision Statement on Transforming Education](#) is a manifesto and urgent call to Member States and the global public to join efforts towards transforming education and elevate education to the top of high-level political dialogues, including the Summit of the Future in 2024. In the statement, the Secretary-General calls on the SDG4 High-Level Steering Committee (HLSC) to ensure effective Summit follow up by strengthening global, regional and national level cooperation and integrating the Summit outcomes into SDG4 coordination, monitoring and implementation efforts.”

Here are some of the points from the UN vision statement.

- The world is experiencing a crisis in education that affects us all. Education is the great enabler, but today, in many cases, it is also the great divider. Across different contexts, the impacts are greatest on those who are already marginalized or disadvantaged, who are systematically left behind.
- 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.
- 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. Our first task is swift and targeted action to recover the learning losses inflicted by the pandemic, particularly on marginalized groups.
- The crisis in education requires us to fundamentally rethink its purpose and curricula. A truly transformative education should promote the holistic development of all learners throughout their lives in the following four key areas.
 - Learn to learn equipping every learner with the ability to read, write, to identify, understand, and communicate, to acquire numeracy, digital, and scientific skills, instill the curiosity, the creativity, 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. Education can prepare learners to be active citizens, to advance human rights, can contribute to their understanding of social justice, respect for diversity and global solidarity. It can sow the seeds of a culture of peace.
 - Learn to do: The world of work is undergoing fundamental change. This calls for education systems to embrace the concept of life-long learning, with more flexible pathways and financial policy incentives to allow people to re-engage with education systems several times throughout their lives.
 - Learn to be: Learning to be requires developing every 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 meet these higher purposes, we need to transform education in the following four areas:
 - Ensuring a learning environment that supports the development of all learners. Legislation and policies are essential to protect rights, promote inclusion, prevent and address all forms of violence, stigma, discrimination, and exclusion. It is also critical to support learners’ nutrition, physical and mental health, for example, through the expansion of school counselling and school meals programmes. Inclusion must also be reflected in curricula and learning materials, which should promote equality, respect for diversity, and confront harmful stereotypes, norms, attitudes, and practices. Urgent action is needed to reach those most directly affected by crises and conflict today, and to transform education systems to prevent, prepare for, respond, and recover from crises.
 - Enabling teachers to transform themselves and become agents of change. 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. The global teacher

shortage must be tackled head-on, making the teaching profession more attractive for younger generations by maintaining decent working conditions and an enhanced status of teachers, including through wages comparable with professions requiring similar levels of qualifications.

- o Harnessing the digital revolution for the benefit of public education. Countries should take rapid action towards full educational connectivity. The international community must back the ongoing expansion of [the Giga initiative](#). All actors should join and support the new multi-partner initiative to create and strengthen inclusive digital learning platforms and content.
- o Investing more, more equitably, and more efficiently in education. Education spending is not just a on expenditure – it is a crucial national investment. Such a shift can provide the basis for an increase in the proportion of GDP and the total public expenditure that governments devote to education. As outlined in “Our Common Agenda”, a New Global Deal is needed to allow developing countries to invest more in people, avoiding “race to the bottom” tax strategies, countering illicit financial flows and tackling the debt crisis. The establishment of the [International Financing Facility for Education \(IFFEd\)](#) is a welcome step forward. Education investment must be equitable in geographical terms, so that rural, distant, and emergency-affected communities have access to adequate infrastructure, good teachers and learning resources. It must also be equitable along socioeconomic lines, making sure that families living in poverty will have access to the opportunities offered by high-quality public schools. This requires effective public financial management systems and monitoring, as well as regular assessment of the impact of educational investment.
- o Education transformation requires the collective commitment and action of visionary political leaders at all levels as well as parents, students, teachers, and the public at large. Countries that have registered a National Statement of Commitment can translate those commitments into a clear road map for transformation and proactively engage the education leadership from the local to the regional and national levels. A new approach from government requires a new approach from all of society, demanding transformative education. Young people will be the heartbeat of this effort, leveraging their voices, experiences, knowledge, and agency. The UN system is primed to support governments and communities on this journey. UN Resident Coordinators and leading members of UN Country Teams including UNESCO, UNICEF, and the World Bank, can begin to reenvision their own offer to developing countries, working with other international education partners like the EU and global funds to transform our collective contribution.

(Note: The UN Summit published a [Guidance Note](#) for translating the TES national commitments into action in which whole of government approaches were the key strategy (p2). A UNESCO [analysis of the commitments](#) (p6) noted the lack of action on such whole of government strategies. The UNESCO [Dashboard](#) of country commitments aims to monitor countries’ progress towards fulfilling their national commitments. It also aims to facilitate cross-country learning and exchange of good practices among all countries, including those that have not submitted their statements of commitment.)

This discussion of educational goals and visions of transformative education can be aligned with a brief list of several principles and practices found in the [joint statement](#) from global educator organizations on rebuilding, renewing and transforming school and other systems. They include:

- affirmation of the school’s primary, central role in learning and socialization,
- inclusion of all children through active measures such as student recruitment, dropout prevention and alternative pathways to graduation
- excellence in schooling that ensures equitable results for marginalized students,
- serving the needs of the whole child (health, safety, emotional security and development, engagement)
- maintaining a balance across the goals of education (learning to be, to do, to learn and to live with others)

- providing wide range of learning opportunities in curricula and extra-curricular/non-formal learning activities,
- funding and staffing for school-based and school-linked programs from other ministries that use the school as a hub and evidence-based frameworks in a whole of government approach to child/youth development,
- long-term workforce and leadership development for all categories of educators as part of sustained involvement from all stakeholders

Transforming school systems

The Manitoba Education ministry⁶ in Canada provides a concise insight into the concept of transforming education systems, which we believe is the more appropriate focus for the UN Transforming Education Summit and similar education change initiatives. Again, we use parenthesis to highlight three ideas, systems, coherence and key elements. These ideas guide in the remainder of this summary.

“Transformation requires an interruption to the regularities of school life **(system-focused paradigm & actions)** —a rupturing of the ordinary—that enables teachers and students **(and many others working in and with the system)** to ‘see’ alternatives; and it requires, ultimately, a coherent institutional commitment **(coherence)**: it will not happen by accidental goodwill or establishing ad hoc projects. it requires new structures, new activities, and the rethinking of the internal workings **(key elements)** of each institution.” (N. Watson and M. Fullan, cited in Fielding and Ruddock 5–6)

Recognizing, Developing and Rebuilding System Coherence to Support Transformations

A discussion of systems thinking and design are beyond the practical approach of this paper. However, we should not neglect the importance of system coherence as the glue that binds the elements of complex, open systems together and as the guiding light for the steps leading to significant and incremental changes.

Coherence has emerged a key concept that can act as a driver for transforming systems in different contexts, including high resource and low resource countries. Fullan & Quinn⁷ have provided a model for systems with extensive resources. Kaffenberger & Spivack⁸ have described a similar model for low- and middle-income countries.

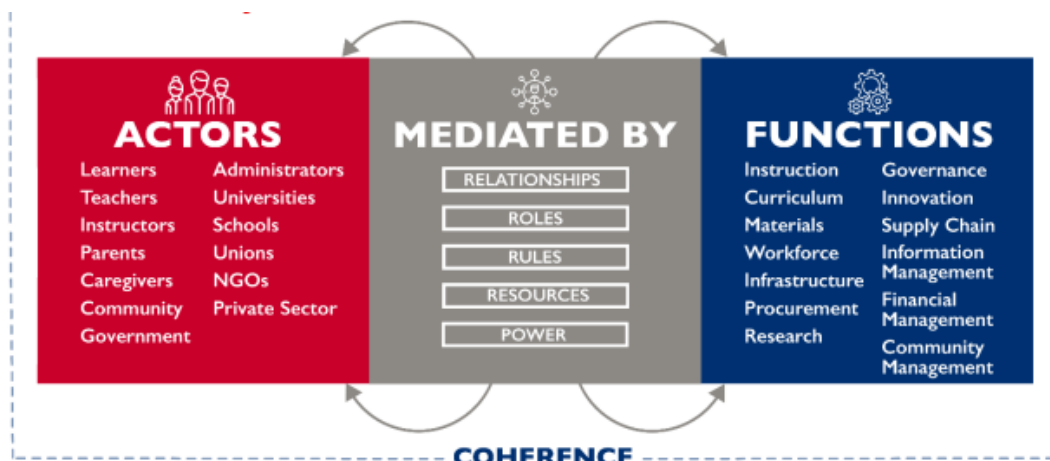
The American global USAID program has developed an application of systems coherence in its capacity-building approach⁹ which depicts a list of elements or functions of education systems (similar to those discussed in this paper) along side the actors within the system and the mediators unite the system.

⁶ Manitoba Education (2010) [Engaging middle years students in learning: Transforming Middle Years Education in Manitoba](#), Winnipeg, MB, Author, p 1

⁷ Fullan, M., & Quinn, J. (2016). [Coherence: the right drivers in action for schools, districts, and systems](#). Thousand Oaks, CA: Corwin

⁸ Kaffenberger, M. and Spivack, M. (2022) [System Coherence for Learning: Applications of the RISE Education Systems Framework](#). RISE Working Paper Series. 22/086. doi.org/10.35489/BSG-RISEWP_2022/086

⁹ Education Development Center (2024) [Strengthening the Capacity of Local Education Systems](#), USAID, p9



We expand on and adapt the USAID coherence model in this paper prior to discussing the steps that can be taken and the elements of school (and other systems) that should be aligned with explicit and implicit goals and priorities for schools. In the rudimentary diagram below, we have added (but not discussed) some additional concepts derived from system science, organizational development and systems change models that can be used to generate insights for policy-makers, officials and practitioners to think about as they work towards coherence in their transformation initiatives.

Note: In this paper, we emphasize and delineate the role of governments and their local agencies in systems change. Large, complex, professional bureaucracies need to be understood as both the subjects and agents of change, as they have the power and authority required to sustain change that can be initiated or promoted by the other actors. The educator organizations that have developed the Joint Statement are defining the leadership roles that can be played by the many stakeholders or actors in education and other systems.

Finally, we cannot forget that systems coherence can also act as a brake or even a deterrent on/to change. There are many non-rational (informal, unstated but well-understood) mediators as well as the rational (stated, formal, structures etc.) Each system has its own stasis that is self-reinforcing and that needs to be recognized and rebuilt in any successful transformation.

A Simplified, Coherence Model with Items to be Considered in Transformation Planning

A Practice-based Coherence Model

GNDE has issued a call for summaries describing how each item can promote inclusion, equity, whole child, balance among education goals, broad range of learning opportunities, more pathways to graduation and school as a hub for agency services & child/youth development.

interprofessional – interagency – inter-ministry	Actors/Stakeholders/Employees			Mediated By	Elements (22)	Steps (9)
	Influencers & Actors	Education Sector	Other Sectors	Context (Resources, culture)	WoG Practices	IMPROVE
	Society	Cabinet			Social Priorities	Existing mtgs.
	Events & Trends	First Minister		Laws, Rules	Whole Child	Ownership
	UN Agencies, Ministers, Councils, INGOs, NGOs	Education Minister & Ministry Officials	Other Ministers & Ministry Officials	Stated & Unstated System Goals	Pedagogies	ST/MT Plan (s)
	Local associations, companies	Local Authorities & Managers	Local Agencies & Managers	Structures & Roles	Core curricula Extracurricular	Address bottlenecks
	Parent Associations, Community & Youth Groups	School Principals, Teachers & Specialists	School nurses, social workers, etc.	Relationships & Communications	Student Assessment	Agree on first priorities/steps
		Students		Power & Influence	Technology	TRANSFORM
					Facilities	System Review
					Monitoring, Reporting & Improvement Systems	Stakeholder Advisory Committee Joint Monitoring
					Funding	Consult staff

* Adapted from Fullan & Quinn, 2016, USAID-EDC, 2024 See Expanded Version of table

We have also prepared an [Expanded Version](#) of this coherency model depicted in the table above. This version includes detailed lists and brief explanations of the items listed in the table above.

Each of these items needs to be understood and then applied so that they fit within coherent, comprehensive systems that promote inclusion of all students, equitable results for all, provide a balance among educational goals, a broad range of learning opportunities and several pathways to graduation. Such inter-locking systems use the whole school as a hub for delivering services and promoting the social development of children by using inter-ministry partnerships and whole of government policies, strategies and structures to meet the needs of the whole child.

The Global Network of Deans of Education (GNDE), working in cooperation with the other global educator organizations that developed the joint statement has issued a call for researchers, practitioners, officials and others to prepare brief summaries (1-2 pages) on how the many items in the table below can be modified and aligned to promote the principles found in the joint educator statement as well as several other declarations, statements and reports.

Aligning, Modifying Key Elements of Education & Other Systems

This paper presents a list of the key elements of the operation of school and other systems. If a proposed change to the school system is not aligned with, reinforced by, or modifies these elements, it is less likely to succeed or to be sustainable in the long run. Niemi¹⁰ (2021) has described how different elements of the Finnish school “eco-system” (schools and other ministries/sectors) have been aligned in that country which has been recognized as leader in promoting school success for all.

In the discussion that follows, we will briefly define each element, describe good practices related to that element or aspect of systems operation based on the adapted UNESCO definition of “transformative education” provided above and identify country/state/provincial examples of those good practices by drawing from the preliminary results of the UNICEF-UNESCO-ISHN-SFU [Fact-Finding Survey & Policy/Curriculum Analysis](#) study.

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) which includes a (d) vision and (e) mission for education ministries (often described in a multi-year (f) Education Sector Plan/Action Plan with stated priorities) 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.
2. Identifying, agreeing upon, addressing, grounding the school system in the cultural, economic, social, political, contextual foundations of society
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)

¹⁰ Hannele Niemi (2021) [Education Reforms for Equity and Quality: An Analysis from an Educational Ecosystem Perspective with Reference to Finnish Educational Transformations](#), CEPS Journal, Vol.11 No 2, doi: 10.26529/cepsj.1100

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
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
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)
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 as well as 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. 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 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. 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) individualized education programs for students with different or special needs
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
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 practical resources to promote learning and protect health & safety are present in all schools and that (e) minimum standards in curricula and extended education programs promoting health, safety, personal, social and sustainable development (HSPSSD) are established and monitored.

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.
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.
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 is the end goal/product of 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.
17. Establishing long-term (a) workforce development plans, ongoing (b) professional development programs, and (c) accreditation standards for initial 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.
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.
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.
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 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.
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.

A draft, tentative framework for discussing these many elements of school and other systems is presented in Appendix One below. (We have populated some parts of that Appendix to illustrate how global and country-based discussions could proceed. These elements need to be aligned or coordinated if transformations are to be possible and sustainable.

Key Steps Towards Transformation

The UN Transforming Education Summit [Guidance Note](#) for translating the TES national commitments into action describes several steps that countries can take in implementing and sustaining their commitments. These suggestions can be seen as “innovations” within a continuous improvements approach rather than system reforms. (Many of these steps are included in the list of system elements below. In this section we identify additional steps that are essential to transforming school and other systems.

The UN Guidance note suggests that countries should/could:

- 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

- d) Move from policy and plan to action by
 - (1) holding regular meetings to share progress reports with administration and school staff or their representatives
 - (2) identifying and planning how to alleviate major bottle necks (critical transition points) in the change process
 - (3) guiding and strengthening supervisors and local administrators ability to manage change, create consensus
 - (4) encouraging & supporting principals, teachers and educators as “action researchers” whose insights can contribute to designing innovative transformation strategies
 - (5) Exploring the potential of successful local initiatives to become system-wide reform strategies
- e) Accounting for commitments, action, and results by:
 - (1) developing an intersectoral (inter-ministry, inter-agency, inter-professional) monitoring matrix which identifies responsibility for follow-up action and resources/competencies/assets needed
 - (2) using 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
 - (3) promoting the use of qualitative studies by country-level researchers
 - (4) using existing global monitoring mechanisms, 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

The joint statement from global educator organizations on rebuilding, renewing and transforming school and other systems proposed more authoritative and evidence-based steps that have been effective in transforming systems. These include:

- f) Establishing and/or acting upon the recommendations of an education reform commission to inquire and recommend changes to 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.

These steps towards improvement and transformation have been presented in Appendix Two below. (We have populated some parts of that Appendix to illustrate how country and global discussions could proceed.)

Appendix One

Coherent Alignment, Modification of System Elements

<u>Element of System Defined</u> <i>(Each row and sub-row in this column define the element. Eventually, the definitions will be posted online in summaries that include content from all of the columns)</i>	<u>How this Element Contributes to Inclusion & Equity</u> <i>(This column briefly describes how the element should contribute to inclusive, equitable school system (working with other ministries) to serve the needs of the whole child and every child.)</i>	<u>Discussion</u> <i>(This column offers practice-based advice on successful strategies and pitfalls that can be encountered when modifying this element. Relevant evidence or guidance documents could also be cited here)</i>	<u>Examples</u> <i>(This column presents national and sub-national examples of how this element has been defined or used in the real world.)</i>	<u>Other Comments</u> <i>(This column can offer reflections or additional sources of information on this element)</i>
1. developing and maintaining a shared whole of government <u>vision</u> , <u>policy</u> , and multi-year <u>strategy/ action plan</u> for all ministries, agencies and employees concerned with education and the overall development of young people (whole child, every child)			•	
which includes a <u>vision</u> and <u>mission</u> and <u>multi-year action plan</u> with <u>stated priorities</u> for education ministries (often described in an <u>Education</u>			• The National Strategy and Plan of Action on Inclusive Education 2011-2015¹¹ of the Lao People's Democratic	

¹¹ Lao People's Democratic Republic (2011) [National Strategy and Plan of Action on Inclusive Education 2011-2015](#), Author

<u>Sector Plan or Ministers Mandate letter.)</u> <i>Ministries of education should develop and maintain an updated consensus statement expressing the shared vision for the school system within a whole of government approach/strategy for the overall development of young people. This statement should be developed in consultation with all stakeholders and be used explicitly to guide the development of policies, programs, and practices at all levels and across the entire school system. Periodic reports, prepared by external advisors and in consultation with stakeholders should be issued by the ministry of education and referred to in annual reports.</i>			Republic has detailed descriptions of the roles of several ministries of government as well as civil society and private sector organizations (pp 6-22), as well as cost estimates and implementation arrangements. The nine action areas promoting the inclusion of disabled students, girls, minorities and rural students within the plan include creating friendly social environments, ensuring all children have access to primary education and striving to reduce repetition and drop-out rates, reforming curricula and providing learning and teaching materials supportive of inclusive education, ensuring that schools are healthy, safe, and protective places, guaranteeing appropriate facilities and services to people with disabilities and gradually increasing the budget for and investment in the	
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			education sector, inclusive education in particular. • South Africa provides another example of a WofG, whole child approach that includes school systems. Our brief examination of national policy¹² and legislation in South Africa as well as an application of the municipal level¹³ reveals both coherence and the potential for effective coordination. The SA national plan is for all departments (ministries) of government. It presents a coherent vision of the country's hopeful future and well as a shared understanding of its past. Each ministry is presented with a vision, the components for action and priorities. All ministries are expected to work together	
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¹² National Planning Commission (2014) [National Development Plan 2030: Our Future-make it work](#), Department of the Presidency, Republic of South Africa

¹³ Buffalo City Metropolitan Municipality (2017) [Child and Youth Development Strategy 2017 – 2021](#), Buffalo City Metropolitan Municipality, South Africa

as well as ensuring that the <u>core missions of non-education ministries have defined and are funding school-based or school-linked programs</u> tied to their core mandates for health promotion, public safety, social & child protection, environmental protection and others. <i>Ministries of health, social protection, child/youth protection, public safety, environment, municipalities, law enforcement/youth justice, human rights and others should create and maintain a coordinated set of programs and policies for their respective school-based and school-linked responsibilities. These coordinated interventions should be positioned within a ministry structure and procedures so that effective coordination with education ministries is achieved. The interventions on specific problems related to the ministry mandates should be coordinated within a whole child approach rather than aimed at specific aspects of child development, health or safety.</i>	It is certainly true that school systems, working with other agencies and ministries, can address many of barriers to school success through intersectoral policy/program coordination frameworks (IPPCFs) - such as healthy schools, safe schools, social & emotional learning, human rights/anti-discrimination programs, anti-bullying programs and many more advocated by UN agencies. However, almost all of these partnerships/frameworks have been evaluated only at the school level (not above) and <u>are not sustainable</u> without support from other ministries or external donors.			Indeed, the entire Transforming Education Summit (TES) seems to be aimed at persuading education ministers to accept more responsibilities (and foreign ministers/aid agencies to contribute more funding) instead of using this unique opportunity to speak with first ministers or heads of state at the UN Summit about whole of government approaches that use the school as the hub which involves other sectors as the spokes of the wheel.
2. Identifying, agreeing upon /addressing the <u>cultural, contextual and historical</u>		Understanding and working with and within the country, community or	New Zealand The first objective of the NZ <u>Statement of National</u>	

<u>foundations</u> of school & other systems		neighbourhood context is almost a truism in education and other social systems. Several evidence-based tools for conducting thorough situation assessments¹⁴ have been developed for policy and program development. However, truly excellent school systems go deeper to identify and address the cultural, historical, geographic, economic, political, and other underlying factors that drive or restrain educational progress. These can include indigenous perspectives, colonizing or decolonizing imperatives, majority, or minority cultural traits and geographical or environmental conditions	Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) is to place Learners at the centre – Learners with their “whanau” are at the centre of education. Whānau is often translated as 'family', but its meaning is more complex. Whānau is based on a Māori and a tribal world view. The purpose of the education ministry is "to shape an education system that delivers equitable and excellent outcomes." The NZ education system is described as a "student centered pathway" for all learners but a central theme in all government services is the relationship between the Maori people and other communities. Early childhood education and primary-secondary education structures are offered in Maori-controlled, Maori-language schools. Three of the eleven universities in NZ offer	
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¹⁴ The UNICEF-UNESCO-ISHN-SFU [Fact-finding Survey & Policy/Curriculum document analysis](#) includes questions and searches asking if jurisdictions are using published situation assessment tools to better understand their context when planning programs. Follow the link from to this [wiki-summary](#) on situation assessment tools prepared by ISHN. The second tab on that web page (“Encyclopedia Entry”) includes several examples, some of which suggesting that situation assessments should consider the cultural and pedagogical foundations of school and other systems.

			programs reflecting Maori customs and traditions. All ministry web pages are published in Maori and English. Te Mahau is a part of the NZ ministry web site and presents stories and resources in the Maori language, emphasizing diversity and culture. ● Bhutan The vision and mission of the education ministry in Bhutan is "An educated and enlightened society of Gross National Happiness, built and sustained on the unique Bhutanese values of the dam-tsig ley gju-drey". The Bhutan government has made Gross National Happiness as a central tenet in its functioning. The Bhutan GNH Commission is responsible for inter-ministry coordination. All Ministers are on the commission. The Commission coordinates all social and economic development strategies.	
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			The mandatory School Improvement Planning process for all schools is to be depicted as the GNH Progress Wheel.	
3. Identifying, agreeing upon and implementing the <u>core educational/pedagogical foundations</u> of their school & other systems. <i>The dominant forms of pedagogy in many school systems are based on educational philosophies or theories about learning that have been developed in different parts of the world, world leaders, philosophers or by different disciplines. These can be derived from the scientific/intellectual views of authors such as Dewey (learning by doing), the liberation ideology of Freire, Bloom's taxonomy of cognition or the economic/social visions of Confucius. Different disciplines have developed learning theories such as the constructivist and behaviourist models. Some jurisdictions will have selected various learning/behaviour models such as competency-based education,</i>			• Escuela Nueva – “New School” in Spanish – is a learning model set up in response to problems of education, incomplete schooling, high dropout rates, high repetition, weak school-community relationships, low teacher morale, ineffective teacher training and the lack of children’s learning materials. Since then, it has been adapted to urban and migrant populations and adopted by 14 countries, reaching over 5 million children. •	

or experiential learning to guide their policies and programs.				
4. Using a <u>student-centred approach</u> that includes <u>student</u> and <u>teacher agency</u> & <u>co-agency</u> (with more emphasis on learning how to work together)			•	
a) Student centered approaches <i>Student-centered approaches</i> <i>and learning refer to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, learning styles, interests, aspirations, or cultural backgrounds of individual students and groups of students. In learner-centered classrooms, teachers are not the sole purveyors of information and knowledge. Rather, the students themselves play an active role in the learning process. Creation of meaning becomes one of the important aims in learner-centered approaches.</i>			•	

b) Student Agency <i>OECD defines student agency as “as the capacity to set a goal, reflect and act responsibly to effect change. In education systems that encourage student agency, learning involves not only instruction and evaluation but also co-construction. Co-agency is when teachers and students become co-creators in the teaching-and-learning process. The concept of co-agency recognises that students, teachers, parents, and communities work together to help students progress towards their shared goals.</i>			•	
c) Teacher Agency & Co-agency			•	
6. Defining systems <u>excellence</u> that prioritizes and monitors <u>inclusion and equity</u> so that every child can succeed and that equitable		• Several OECD member countries have recently issued a declaration¹⁵ on building equitable societies through	•	

¹⁵ OECD (2022) [Declaration on Building Equitable Societies Through Education](#), Paris, OECD

results for marginalized children are central to the mission of schools		education that includes criteria or elements of school systems that promote equity. These include creating a bolder vision to leverage spaces, time, technology and human resources to provide more inclusive learning opportunities, developing a whole-child/person and whole-of-society approach, analysing the impact of the Covid-19 pandemic on learners and how countries are effectively addressing them and exploring approaches to measure the outcomes of education for all subsets of the population.		
8. Providing a <u>broad range of learning opportunities</u> (including UN-neglected subjects such as health & life skills or the arts & music) in the <u>core subjects</u> identified in a <u>national curriculum framework</u> and outside classrooms in <u>extended education activities</u> ,	A <u>broad set of learning opportunities</u> should be provided to all students. This includes ensuring that cross-curricular competency frameworks assign value to a wide range of student aptitudes, that a wide range of subjects or		The 2020 <u>National Education Policy</u> (Section 4.1-4.30) of India describes the revised core curricula and pedagogy to be implemented on the next several years. Section 4.23 defines a broad set of core subjects but	

authorizing or acquiring <u>textbooks, educational materials and technologies</u> that support (not replace) classroom instruction and informal school-linked learning <i>All countries define a list of required or core subjects to be taught to all students. In most secondary schools, students' timetables are organized around these subjects and students go to specialist teachers for each subject. These subjects or courses are almost always correlated with the requirements for entry into college, university or post-secondary training institutions. These curriculum structures in secondary schools are not likely to change unless the entry requirements and specialized disciplines at the university level are significantly changed. Consequently, transformational aspirations should recognize that these basic structures are likely to continue and that we should focus on which subjects are defined as core or required for all students.</i> <i>Elective or optional subject are also taught and offered in almost all secondary schools in almost all countries. In primary</i>	courses to be mandatory for all students, that every school provides every student with a wide choice of extra-curricular and co-curricular activities and that educators use a variety of teaching/learning strategies responding to different student learning styles. • Subjects and informal learning that have been neglected by UN agencies in monitoring student learning in Goal 4 of the SDGs need immediate attention. Ironically and tragically in the light of the Covid 19 pandemic, health & life skills education was deliberately excluded from SDG Goal 4 monitoring. As well, extended education activities should be expanded to strengthen social & emotional development and social		Section 4.5 states that the content of the core subjects will be reduced to the essential knowledge, attitudes and skills required. Extended educational activities will be emphasized, and every student will be required to follow a “fun” course emphasizing Indian cultures and languages. Health, life skills, nutrition and physical education are all required courses.	
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<i>schools, students are assigned to one class and teacher, with some primary schools providing additional specialist teachers in music, physical education, or moral/religious education. The subjects defined in the national subject curricula of almost all countries are defined by grade levels, including those in primary schools. However, primary school teachers have flexibility to organize their teaching and student learning in a variety of ways.</i>	attachments to peers and the school.			
9. Defining essential student cross-curricular competencies/attributes and a standards-based curriculum and modifying core curricula & pedagogy accordingly as well as aligning the standards for student achievement and curriculum as well as describing required practices in student assessment, in system/program assessments and student pathways to graduation (student accreditation) with the goals and objectives listed in elements listed above.	• The statements about competencies should truly include attitudes, values and essential knowledge derived from context as well as the content of the required curricula and not devolve into descriptions of skills alone. Many jurisdictions have used words other than “competencies” such as attributes, essential learning, or capabilities to prevent this devolution • The statements or descriptions of student core competencies or	•	•	Maintaining coherence and balance in curriculum and instruction is essential if the four broad goals of education (learning to learn, to do, to live together and to be) are to be maintained. If a country decides to strengthen its match or reading programs in response to PISA scores or other standardized tests, it should ensure that this does not reduce the instructional time or supports provided to other subjects. We need to cite research or examples of how this can be done.

	attributes should health, safety, social & emotional and moral development of young people as well as the more traditional academic and vocational their readiness to work with others, learn • Monitoring student progress through randomized assessments should include student competencies in all core subjects, not just literacy, numeracy, science and technology. The social, emotional. moral development of young people and their willingness to accept responsibility for others and the planet should also be monitored. The participation of students in school and community life as well as critical incidents such as accidents, suspensions and violent behaviours should be reported regularly. In other words, the development of the			
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	whole child is the guidepost.			
13. Sustaining (a) <u>intersectoral partnerships</u> and cross-ministry structures/ appointments			•	
using the <u>school as the hub</u> by selecting, scaling up, & coordinating selected (a) <u>Intersectoral Policy/Program Coordination Frameworks (IPPCFs)</u> such as healthy schools, safe schools and many others.			• The Manitoba education ministry, in cooperation with other ministries, is implementing multiple interventions which address 19 different types of exclusion or barriers to equitable success in school. The province has endorsed a “whole school” comprehensive approach to address most of these exclusionary barriers. Manitoba has policy requiring the coordination of these interventions, inter-ministry structures and action plans on ten of these <u>multi-component approaches</u> and <u>multi-intervention programs</u> to coordinate those interventions. (The	

			FRESH Partners have identified over 40 such approaches and programs and listed common capacities needed for them to be effective.) Healthy Child Manitoba, an inter-ministry agency established in law and in practice within the jurisdiction, coordinates many of these approaches and programs. The province also cooperates with different federal departments through the Council of Ministers of Education, Canada as well as other federal/inter-provincial mechanisms. •	
This includes ensuring that a (c) <u>coordinated set of student services</u> is provided by ministries, agencies and professionals external to school systems as well as by specialized education personnel.			•	

that (d) minimum physical conditions and practical resources are present in all schools and			•	
that (e) minimum standards in curricula and extended education promoting health, safety, personal, social and sustainable development are established and monitored			•	
14. Models such as Health in All Policies (<u>HiAP</u>) and intersectoral Ambition Loops derived from the use of <u>Implementation and Systems Science or Organizational Development theories & models</u> can be used to support <u>negotiated, reciprocal, sustainable on-going and targeted partnerships</u> .			•	
15. Formal <u>inter-ministry agreements</u> , <u>inter-ministry coordinators</u> , and <u>inter-ministry coordination mechanisms</u> to support coordination should be part of a variety of <u>whole of government strategies, structures and approaches</u> . <u>Joint sector plans</u> , and <u>joint sector reviews</u> are ways that such partnerships and frameworks can be implemented, monitored and sustained.			•	

a) Inter-ministry agreements			•	
b) Inter-ministry coordinators			•	
c) Inter-ministry mechanisms			• Q	
d) Joint sector plans			•	
e) Joint sector reviews			•	
16. Requiring that formal professional, school and local agency and ministry (a) improvement planning based on philosophy, organizational commitment and a well-organized (b) plan for continuous improvement at all levels is the end goal/product of well-designed (c) monitoring, reporting and evaluation (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) <u>Reporting activities</u> 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 aligned with, include and be informed by (f) <u>school administrative handbooks</u> published by education ministries, (g) <u>data systems (EMIS)</u>, internally and externally supported (h) <u>surveys</u>, and holistic (i) <u>status reports on child/youth development and education</u>. Periodic (j) <u>composite portraits/reports</u> of child and youth education and overall development should be published every few years at the whole of government level based on synthesized reports from these data sources.				
17. Establishing long-term (a) <u>workforce development plans</u>, ongoing (b) <u>professional development programs</u>, and (c) <u>accreditation standards for</u>			•	

initial pre-service education for (d) <u>diverse categories of personnel</u> in education, other public agencies, relief/development agencies, and voluntary/philanthropic sectors that work within or with schools.				
18. Ensuring that the (a) <u>safety, security, health and environmental practices</u> of the school system and its students, employees, (b) <u>transportation systems/routes</u> , (c) <u>buildings and facilities</u> are accessible, adequate, and environmentally sustainable.			•	
19. Providing (a) <u>basic financing</u> is sufficient to meet defined system goals and objectives, aligning (b) <u>categorical funding streams</u> appropriately, requiring (c) <u>transparent, ethical financial and management practices</u> , and ensuring that (d) <u>project/innovation funding</u> is linked directly to established jurisdiction priorities or system capacity-building. Joint annual and long-term (e) <u>inter-ministry program budgeting</u> beyond specific projects is essential.			•	
20. Enabling and regulating (a) <u>local education authorities to collect taxes</u> or (b) <u>local schools to collect fees</u> 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 and regulating (c) <u>supplementary or alternatives to public funding</u> to private, religious, or other alternative schools is another variation of this education financing policy.				
21. Granting or recognizing (a) <u>decentralized governance</u> or varying (b) <u>degrees of autonomy to their respective local school systems</u> for minority, indigenous and other specific communities.			•	
22. Empowering and supporting (a) <u>autonomous and accountable professionals</u> at all levels across several systems is essential. (b) <u>Professional codes of conduct</u> , (c) <u>school-based management</u> , (d) <u>distributed leadership</u> and publicly accountable (e) colleges or boards that establish standards of practice & training are other variations in delegation of authority to designated professionals.			•	

(a) <u>autonomous and accountable professionals</u> at all levels across several systems i			•	
(b) <u>Professional codes of conduct</u>			•	
c) <u>School-based management</u> can be defined as when decision-making authority is transferred to the school level, either to the principal, staff, parents, the local community or a combination of thereof ¹⁶ . Distributed leadership is more concerned with the delegation, but not transfer, of authority which can be effective, even in bureaucratic organizations such as school systems ¹⁷ . The World Bank ¹⁸ discusses both decentralization strategies in relation to political control, responsibility, student achievement, efficiency, equity, teacher performance and overall school effectiveness. The World Bank concludes that the impact of SBM or DL will depend on the context, intended outcomes and the quality of the implementation, maintenance,	The use of school-based management or distributed leadership should be correlated with improvements in student attendance, student achievement for marginalized students or with intermediate objectives such as a more contextually relevant curriculum, teaching methods, improved parental involvement, enhanced teacher satisfaction and similar outputs.		• The Malaysia National Education Blueprint 2013-2025 (p 18) makes several references to the significance of distributed leadership in achieving the Ministry's aims, stating that "in line with international best practices, the Ministry will move towards a model of distributed leadership where effective, high quality school leadership permeates the entire organisation of all schools". A small-scale study ¹⁹ of local school implementation of the Blueprint intentions to distribute leadership	

¹⁶ Leithwood, K & T Menzies (1998) [Forms and Effects of School-Based Management: A Review](#), Educational Policy, Vol 12, Issue 3, 1998 doi.org/10.1177/0895904898012003006

¹⁷ Bush T (2019) [Distributed leadership and bureaucracy: Changing fashions in educational leadership](#), Educational Management Administration & Leadership, Vol 47, Issue 1, 2019 doi.org/10.1177/1741143218806704

¹⁸ World Bank (nd) [Knowledge Nugget. School-based management: Q &A](#), Washington, DC, World Bank

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Bush T & Mooi AGY ((nd) [Distributed Leadership and the Malaysia Education Blueprint: From Prescription to Partial School-Based Enactment](#), Core, UK

scale up and sustainability steps taken.			suggests that context and the culture of the education system may make it difficult to achieve full implementation, it could have significant positive benefits. •	
d) <u>distributed leadership</u> and			•	
e) publicly accountable (e) colleges or boards that establish standards of practice & training			•	

Appendix Two

Effective Use of Strategic, Informal and Formal Steps to Transform Systems

<u>Steps in System Change</u> <i>(Each row and sub-row in this column define a step that can be used to transform the systems. . Eventually, the definitions will be posted online in summaries that include content from all the columns)</i>	<u>How this Step can Contribute to Effective, Sustainable Change</u> <i>(The rows in this column briefly describe how the step can contribute to systems change leading to inclusive, equitable school system (working with other ministries) to serve the needs of the whole child and every child.)</i>	<u>Discussion</u> <i>(This column offers practice-based advice on successful strategies and pitfalls that can be encountered when taking this step. Relevant evidence or guidance documents could also be cited here)</i>	<u>Examples</u> <i>(This column presents national and sub-national examples of how this step has been developed or used in the real world.)</i>	<u>Other Comments</u> <i>(This column can offer reflections or additional sources of information on this step)</i>
a) Agreeing on and adopting <u>explicit strategic principles & initial priorities</u> such as of whole of government and whole of society approaches, focus on inequalities, engaging local communities and educators at all levels, empowering youth to participate and using evidence to inform policy and practice.				
b) Create <u>wider and deeper ownership</u> of the commitment to transformation by (1) securing the <u>involvement and contributions of other ministries and agencies</u> and				

reaching out to local actors through - (2) Identifying <u>key moments and forums</u> at national, within and beyond the education landscape, where the transformation agenda could be at the centre of the policy and financing discussion - (3) <u>Strengthening</u> whole-of-government and inter-ministerial <u>discussions</u> on the role of education in economic and social transformation and the <u>role of the school as a hub</u> for multi-sector programs - (4) Mapping the wider stakeholder network and - (5) Conducting a <u>post-TES or preliminary consultation</u> 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 <u>website or a platform</u> where all information on the transformation process is published				
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c) Move <u>from commitment to policy and planning</u> to integrate the transformation agenda into existing national policies and plans by: - (1) <u>reviewing the national socio-economic development plan</u> to discuss how to integrate education transformation can support that plan through inter-ministerial collaboration - (2) Using <u>inter-ministerial meetings</u> to create commitment to the transformation agenda in education (and other ministries)				
d) Move from <u>policy and plan to action</u> through - (1) holding regular meetings <u>to share progress reports</u> with administration and school staff or their representatives - (2) identifying and <u>planning how to alleviate major bottle necks (critical transition points)</u> with stakeholders - (3) guiding and strengthening supervisors and local <u>administrators ability to manage change</u>, create or negotiate consensus - (4) supporting principals, teachers and educators as				

<u>“action researchers”</u> whose insights can contribute to designing innovative transformation strategies - (5) exploring the <u>potential of successful local initiatives</u> to become system-wide reform strategies				
e) <u>Accounting for commitments, action, and results</u> through: - (1) developing an <u>intersectoral</u> (inter-ministry, inter-agency, inter-professional) <u>monitoring matrix</u> which identifies responsibility for follow-up action and resources/ competencies/ <u>assets needed</u> - (2) using <u>existing mechanisms</u> 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) <u>for monitoring the commitments</u> - (3) promoting the use of <u>qualitative studies by country-level researchers</u> - (4) using existing mechanisms, 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 acting upon the recommendations of an <u>external commission of inquiry</u> into school and other systems that work within or with schools				
g) Establishing and mandating a formal <u>stakeholder advisory committee</u> to monitor the inquiry and contribute to its report				
h) Reviewing <u>data, studies, reports and surveys</u> 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 <u>specific consultations with representatives and surveys of all relevant personnel</u> 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.				
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End Notes