

**Summaries-Implications-Shared Messaging on Global Initiatives to Rebuild, Renew and Transform School Systems**

This work sheet has been prepared to share information on several global initiatives supporting national and sub-national efforts to rebuild school systems after Covid 19, to renew commitments to achieving the targets in Goal 4 (education of the UN Sustainable Development Goals and to transform school and other systems leading up to 2050.

Participants in an Open Web Meeting organized by FRESH Partners on April 12, 2022 will review and amend/add to the information and key messages noted in the table below. The objective is to enable FRESH Partners and others in influencing these global initiatives to better integrate and support multi-component approaches and multi-intervention programs that address the many barriers to inclusion and equity in school systems. (These approaches and programs [are listed here.](#))

| National and Global Initiatives<br>(Summaries)                                                                                                                                                        | Key-Latest Information, Analysis/Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Shared Messages to be Promoted by FRESH Partners &<br>Others (At their discretion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Patterns in National and Sub-National Initiatives</b>                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <u>Rebuilding After Covid</u><br><br>- reports, guidance, policies on providing education during Covid pandemic<br><br>- reports/plans on repair & recovery after Covid (specific programs & changes) | 1. A preliminary analysis of the responses to Covid recovery indicate that many are treating Covid as a unique problem rather than one in many infectious diseases that close schools or significantly affect student learning. The focus is on the details of opening and closing schools, communications with parents, etc.<br><br>2. Health & Life skills education programs must be expanded to address infectious diseases in a consistent way, with generic skills (hygiene, finding reliable information, caring for others, virus/vaccine literacy etc.<br><br>3. The deep effects of students missing the social U& emotional development and support at school (friends, relationships, active play are being misunderstood. Learning online and providing mental health services are good but need to be part of a broader understanding of the effects of infectious diseases.<br><br>4. The science of in-school transmission/protections from infectious diseases is still murky. Gather systematic reviews. Examine effectiveness of hand hygiene, covering mouth while coughing, clean & safe toilets/latrines, access to soap, | 1. Convene infectious disease groups, define a “multi-intervention programs” (like others on nutrition, physical activity, bullying etc. Create a thematic self-assessment tool like other FRESH thematic indicators. Do this in traditional FRESH Framework style (policy, education, services, physical and social environment. Draw from MCAs on Disaster Risk Reduction and Education in Emergencies as well as post-outbreak analysis tools on infectious diseases. .<br><br>2. Participate in session at IUHPE Conference in May 2022.<br><br>3. Engage with GAVI, the various infectious disease networks and other to build support for more comprehensive and better planned responses drawing from a MIP on infectious diseases. |

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|                                                                                                                                                                                                                                                                                   | <p>5. Use Covid crisis to promote better student and staff health record keeping, especially on vaccines.</p> <p>6. Use Covid pandemic to call for better and more school nurse programs</p> <p>7. Use Covid pandemic to promote school-based vaccination programs and campaigns (they have better reach, convenient to parents and are less costly)</p> |  |
| <p><u>Renewing Long Term Commitments to Improving Schools</u></p> <p>- reports/plans on continuing with previously planned system and school improvements (e.g. Goal 4 of UN SDGs, existing jurisdiction plan already underway, school improvement programs &amp; procedures)</p> | <p>1. Some school health and development programs are integrated within mandatory school system improvement [plans. Most are not. This is one reason why SH&amp;D programs are seen as add-ons.</p>                                                                                                                                                      |  |
| <p><u>Transforming School Systems-</u></p> <p>- reports/plans/strategies on reforming, transforming, or re-imaging school system in the future</p>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                          |  |

| <u>Global Initiatives</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key-Latest Information, Analysis/Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Shared Messages to be Promoted by FRESH Partners & Others (At their discretion)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><a href="#">UN 2020 Summit on Transforming Education</a><br/>(September 2022, New York)<br/>The Summit accompanying the UN General Assembly will include national consultations organized by countries &amp; UN agencies, action tracks on inclusive, equitable, safe &amp; healthy schools, learning skills for life, work and sustainable development, teachers and the teaching profession, digital literacy and education financing.</p> <p>A <a href="#">concept note</a>, an <a href="#">introduction</a> from the UN Secretary General and a <a href="#">second online briefing</a> for UN member states describe the planning of the event to date. A first meeting of the Stakeholder Advisory Committee is scheduled for mid-March. A special advisor has been named. A pre-summit will be organized in Paris in June/July 2022</p> | <ol style="list-style-type: none"> <li>1. Read the latest <a href="#">concept note</a>. (Distributed to Summit Advisory Committee on April 5, 2020)</li> </ol>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><a href="#">UN 2030 Sustainable Development Goals</a><br/>Education and the critical role of schools in achieving the goals is not only described in <a href="#">Goal #4</a> but throughout all of the <a href="#">other 16 goals</a>. A <a href="#">list of the indicators for Goal 4</a> (education) has been published. The <a href="#">2015 Incheon Declaration</a> included health &amp; life skills in the goals, but to date, the lead <a href="#">Technical Cooperation Group</a> has deliberately excluded health and well-being in its monitoring of student learning under Target 4.7. A <a href="#">detailed memo</a> on the meetings and decisions TCG was prepared for FRESH Partners in January 2021 and revised in March 2022.</p>                                                                                            | <ol style="list-style-type: none"> <li>1. The latest TCG meeting (November 2021) continued to ignore learning about health &amp; life skills (even after Covid pandemic has shown need to health/vaccine literacy, SEL programs and promoting concern for the health of others in core H&amp;LS curricula and extended educational activities.</li> <li>2. The research, knowledge development, advocacy and monitoring of the status of health &amp; life skills education programs are woefully inadequate.</li> </ol> | <ol style="list-style-type: none"> <li>1. Build on the findings/papers of the <a href="#">FRESH Working Group on Health Literacy, Life Skills and Social Inclusion</a> to create a research/knowledge development agenda on health &amp; life skills education.</li> <li>2. Support <a href="#">WERA Research Network</a> and session at April AERA Conference (April, 2022) to draft that agenda including rationale for expanding/ combining health &amp; life skills minimum, generic learning outcomes, required instructional time for core subject, strategy to use extended educational activities, database of educational resources, bank of student assessment tools, how to incorporate new learning/behaviour models such as health literacy, SEL, life skills, ESD, global citizenship, etc.</li> <li>3. Extract detailed status report on H&amp;LS education from <a href="#">FFS/PCD analysis</a>.</li> </ol> |

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| <p><a href="#">UNESCO Commission on the Futures of Education</a></p> <p>The report, <a href="#">Reimagining our Futures Together: A New Social Contract for Education</a>, is intended to be a catalyst for change leading up to 2050. It suggests changes to the purposes of schooling, thereby creating space for the socialization and custodial/care-taking roles of schools, thereby making more room for health, safety and social programs.</p>                                                                                                                                                                                                                  | 1. | 1.                                                             |
| <p><a href="#">UNESCO Statutory consultation &amp; survey of Member States</a></p> <p>This formal reporting by Member States has been done every four years since 1974. The original focus was to track country commitments, policies and actions to promote human rights and global peace. In 2021, the <a href="#">7th UNESCO consultation/survey</a> was modified to include the indicators identified in Target 4.7 of the SDGs. UNESCO is currently <a href="#">consulting widely on how this reporting can be revised</a> to better reflect the needs of education and countries.</p>                                                                             | 1. |                                                                |
| <p><a href="#">Qatar Foundation World Innovation Summit for Education (WISE)</a></p> <p>Held every two years, the summit is an international, multi-sectoral platform for creative thinking, debate, and purposeful action. <a href="#">Learning Ecosystems and Leadership</a> is one of several themes related to health &amp; development being developed between and at the summits.</p>                                                                                                                                                                                                                                                                             | 1. |                                                                |
| <p> <a href="#">World Bank SABER school system monitoring</a></p> <p>The World Bank monitors and influences education quality and programs through its funding provided to low resource countries as well as its <a href="#">SABER systems self-assessment tools</a>. The discontinued SABER program included a self-assessment tool on <a href="#">School Health &amp; School Feeding</a>. The World Bank is currently developing a harmonized collection of <a href="#">student learning assessment tools</a>, a global <a href="#">policy database/dashboard</a> and education</p> | 1. |                                                                |

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| policy design labs. Health & development should be included in these new initiatives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |  |
| <a href="#">The 5th UNESCO Forum on Transformative Education</a><br>Co-hosted by UNESCO, APCEIU and Korea, the <a href="#">Call to Action</a> from the latest forum called for transformative education emphasizing the social role of schooling, including education for sustainable development, global citizenship and health & well-being, This call could position health and development as a higher priority within UNESCO and other organizations.                                                                                                                                                                                               | 1. |  |
| <a href="#">The Education Commission</a><br>This ongoing Commission is chaired by the UN Special Envoy on Education Gordon Brown. It has published a <a href="#">report on transforming the education workforce</a> through differentiated staffing and school teams. It is also working on education financing in general and on school health and nutrition specifically. Previous FRESH participation encouraged the Commission to consider professionals from other sectors who work with schools as part of the education workforce.                                                                                                                | 1. |  |
| <a href="#">International Task Force on Teachers for Education 2030</a><br>The Task Force regularly holds forums on teacher education and development which includes a background paper on the <a href="#">Futures of Teaching</a> . Papers on various topics in its include the role of middle managers in school systems as change agents, learning through play, teacher well-being in low resource and conflict-affected settings and others                                                                                                                                                                                                         | 1. |  |
| <a href="#">Salzburg Global Seminar</a><br>This global think tank uses web-based programs and publications to focus on inter-sectoral creative & healthy societies, long-term & sustainable development, rule of law & social trust. The Seminar's newest multi-year initiative, the <a href="#">Education Policymakers Network</a> , will support 31 countries in developing a <a href="#">breadth of skills</a> – cognitive, creative, physical, social and emotional – in young and school-aged learners. The Seminar was also instrumental in launching <a href="#">Karanga: The Global Alliance for Social Emotional Learning and Life Skills</a> . | 1. |  |

